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THE UNIVERSITY OF ALBERTA

AN INVESTIGATION OF THE TEACHING OF FRENCH TO
ENGLISH-SPEAKING PUPILS OF GRADES 1 TO 8
OF ALBERTA AND SASKATCHEWAN SCHOOLS

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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ABSTRACT

AN INVESTIGATION OF THE TEACHING OF FRENCH TO ENGLISH-SPEAKING PUPILS OF GRADES 1 TO 8 OF ALBERTA AND SASKATCHEWAN SCHOOLS

The purpose of this study was to make a survey of the French programmes for English-speaking children in Grades 1 through 8 in public, separate and National Defence schools of Alberta and Saskatchewan. Information was sought with respect to the nature of French programmes offered. The objectives of the programmes, the methods and the instructional materials used were explored.

Two questionnaires, one to the principals of the schools and the other to the French teachers, were used to obtain the desired information. A survey of the professional literature provided information concerning French programmes in the United States and in other Canadian provinces.

The investigation revealed that an elementary French programme is established in six large school systems, namely: Edmonton, Calgary, Lethbridge, Saskatoon, Prince Albert and Moose Jaw and in a few other smaller centers. While the present programme occurs more frequently in Grades 4 to 8, there is some experimentation in Grades 1 to 3.

Curriculum guides are borrowed from four different sources, namely: British Columbia Department of Education, Modern Language Association of America, Cleveland Foreign Language Programme and L'Association des Professeurs de Français de Calgary. Choice and development of curriculum are responsibilities which are shared by superintendents, supervisors and teachers. The main objective of the established French programmes is to achieve a higher standard of understanding and speaking French. The direct method, the audio-lingual approach, is used by only 50 per cent of the teachers; the method does not seem to achieve the purported aim. The development of suitable curricula, an adequate supply of qualified teachers, the availability of suitable textbooks and audio-visual aids appear to be the most pressing problems.

During the experimental period French programmes in Grades 1 through 8 should be largely the responsibility of qualified teachers, supervisors and superintendents at the local level, with the assistance from the Colleges of Education at the provincial level. In preparing French course of studies administrators should take cognizance of objectives of second language programmes, of modern methods of teaching second languages and of audio-visual aids available.

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CHAPTER I

PURPOSE AND PLAN OF THE STUDY

I. PURPOSE OF THE STUDY

The purpose of this study is to gather data and related information on the French programmes offered to English-speaking pupils of grades 1 through 8 in certain schools of Alberta and Saskatchewan. The major problem is to make a systematic analysis of these data to survey the extent to which modern linguistic approaches were used in such programmes. Some of the related literature in recent professional books, periodicals and department of education publications is examined in order to get an overall look at French programmes.

II. PLAN OF THE STUDY

The plan of this investigation comprises a survey by means of questionnaires of the course of oral French offered during the school year 1960-61 in certain schools of Alberta and Saskatchewan. It also included a bibliographical survey of present-day theories relating to the teaching of French at the elementary level.

A list of schools offering a French course was obtained from the Director of Curriculum in Saskatchewan and from different Superintendents of Schools in Alberta. Questionnaires were sent to these schools as a means of gathering data. One questionnaire

was addressed to the principal. It inquired into the administrative provisions closely related to the teaching of French. The other questionnaire was addressed to the French teachers. It inquired into: teacher's experience, teacher's fluency, methods of teaching, course of studies, equipment and facilities.

III. TIMELINESS OF THE STUDY

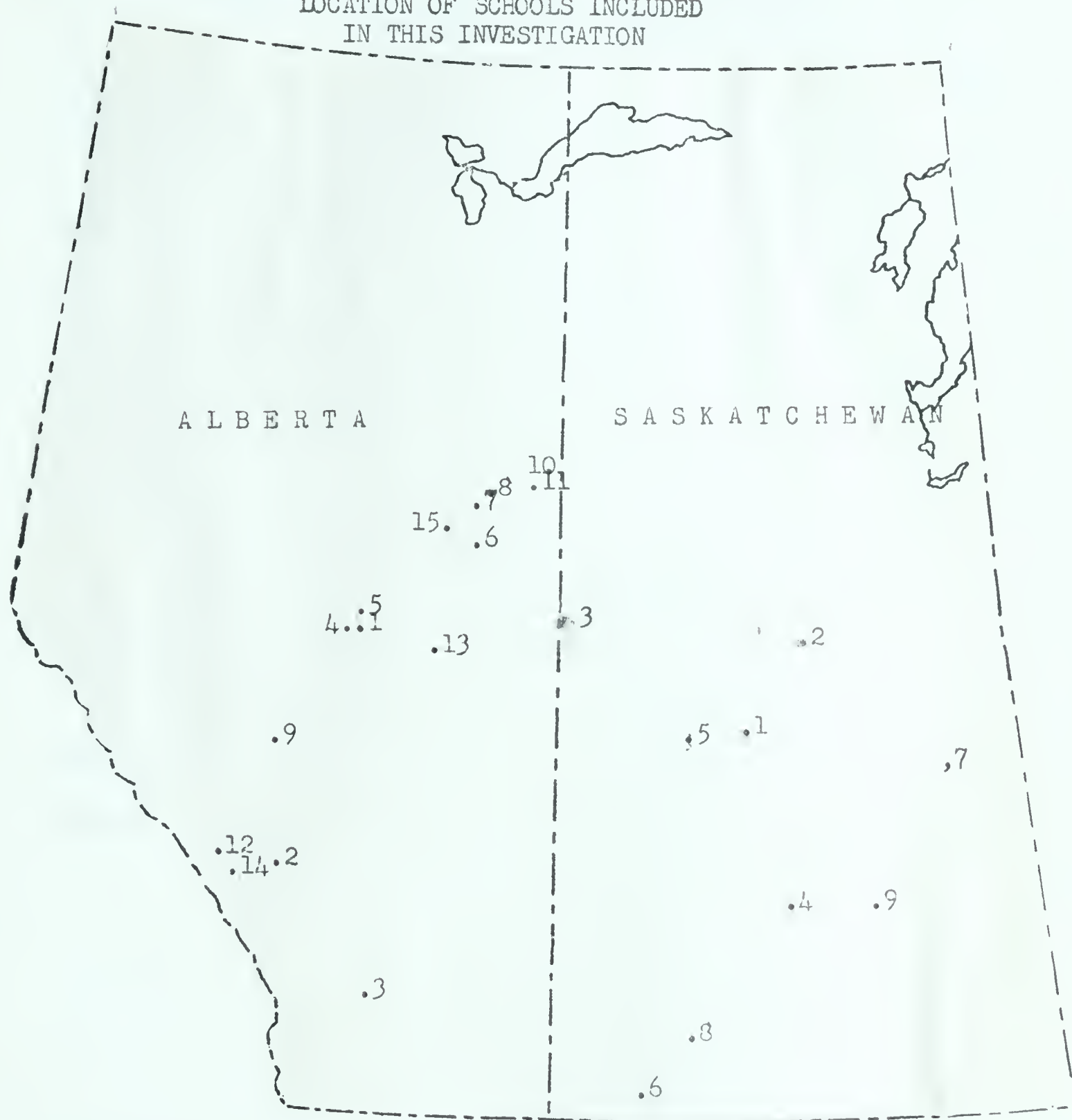
During the past few years an increasing interest in the teaching of French in grades below high school level in Alberta and Saskatchewan has been shared by both laymen and educationists. The Alberta Home and School Federation, in its submission to the Executive Council of the Government of Alberta on December 19, 1959, requested that instruction in French be extended to the elementary level. Six large school systems, namely, Edmonton, Calgary, Lethbridge, Saskatoon, Prince Albert and Moose Jaw are presently (1960-61) experimenting with courses in French at the elementary level. Similar experiment are being carried out in a somewhat less formal manner in other smaller school systems in Alberta and Saskatchewan. Figures 1 and 2 which follow show the location and name of the schools in which an elementary French course is offered.

The minutes of November 16, 1959, meeting of the Elementary School Curriculum Committee contain reference to "a lengthy discussion of the objectives, the desirability and the present status of the teaching of French in elementary grades of Alberta schools."¹ Although

¹N.M. Purvis, "Second Language Programmes Grades I-IX," Master of Education Thesis, University of Alberta, 1961, p.2.

FIGURE 1

LOCATION OF SCHOOLS INCLUDED
IN THIS INVESTIGATION



Legend: Alberta

- | | |
|-----------------|------------------|
| 1. Edmonton | 9. Lacombe |
| 2. Calgary | 10. Cold Lake |
| 3. Lethbridge | 11. Grand Center |
| 4. Jasper Place | 12. Banff |
| 5. Griesbach | 13. Vegreville |
| 6. St. Paul | 14. Exshaw |
| 7. Bonnyville | 15. Mallaig |
| 8. Fort Kent | |

Legend: Saskatchewan

- | |
|------------------|
| 1. Saskatoon |
| 2. Prince Albert |
| 3. Lloydminster |
| 4. Moose Jaw |
| 5. Biggar |
| 6. Val Marie |
| 7. Kamsack |
| 8. Admire |
| 9. Regina |

FIGURE 2

LIST OF SCHOOLS AND POPULATION OF CENTERS
WHERE THEY ARE LOCATED

Cities - Towns Hamlets	Population of centers	Name of schools
ALBERTA		
Banff	3,429	Banff Junior High
Bonnyville	1,686	Bonnyville
Calgary	279,062	Fairview
		King Edward
		Parksdale
		Rosscarrock
		Tweedsmuir
		Vincent Massey
Cold Lake	1,226	St. Dominic
Edmonton	337,568	Allendale
		Argyll
		Belgravia
		King Edward
		Mill Creek
		Parkview
		Queen Mary
		St. Vital
		University

FIGURE 2 (continued)

Cities - Towns Hamlets	Population of centers	Name of schools
Exshaw	350	Exshaw
Fort Kent	250	Fort Kent
Griesbach		Griesbach #1
		Griesbach #2
Jasper Place	35,417	Our Lady of Lourdes
		St. Luke
Grand Center	1,443	Athabaska
		Beaver River
Lacombe	2,942	Lacombe
Lethbridge	35,068	Assumption
		St. Basil
		St. Mary
		St. Patrick
		St. Paul
Mallaig	230	Mallaig
St. Paul	2,797	St. Paul
		Racette
Vegreville	2,882	St. Martin

FIGURE 2 (continued)

Cities - Towns Hamlets	Population of centers	Name of schools
SASKATCHEWAN		
Admiral	350	Admiral
Biggar	2,424	St. Gabriel
Kamsack	2,843	Kamsack
Lloydminster	5,077	Lloydminster
Moose Jaw	29,603	St. Agnes
		St. Mary ^a
		Sacred Heart ^a
Prince Albert	20,366	St. Joseph
		St. Mark
Saskatoon	72,858	Bishop Murray
		Brunskill
		King Edward
		St. Goretti
		St. Mary
		St. Philip
		Victoria
Regina ^b	89,755	
Val Marie	230	Val Marie

^aThese two schools started a French programme in September 1960. They are not included in this investigation.

^bOne teacher is teaching French to superior pupils of grades 5 and 6. Pupils from different schools are grouped after school hours.

no committee has been established for the purpose of studying the problem, the Elementary School Curriculum Committee is interested in the activities and progress of the experimental programmes.

The teaching of French has received further incentive from the recommendations of the Royal Commission on Education in Alberta:

That a special committee, including language specialists, teachers and education officials, be established to review and guide efforts of accredited schools, to study and suggest the best instructional procedures and equipment, and to maintain an aggressive effort in general to foster the study of modern languages.²

Teaching French to English-speaking children appears to be receiving an increasing amount of attention in all the provinces of Canada. Florence E. Bradford, Supervisor of French of the Ottawa Public Schools, writes that, "Bilingualism has become not only useful but necessary for our pupils if they are to take their places as citizens of Ottawa, of Canada and of this shrinking world."³ In September 1930 the Board of Trustees of the Ottawa Public Schools, realizing the cultural values to be derived from the study of a second language and the importance of bilingualism in a city such as Ottawa, engaged one teacher to introduce a programme of Oral French in grade 7 classes. By 1940 this programme had expanded until every pupil from grade 5 to grade 8 was receiving instruction in French. In September 1958 all grade 2 classes were added to

²Report of the Royal Commission on Education, Recommendation No. 95, p. 126.

³F.E. Bradford, "Ottawa Public School Board Chief Inspector's Report", French Section, 1961, p. 1.

the programme, in September 1959 all grade 3 classes started, and in September 1960 grade 4 classes enrolled in French. During those years the number of French specialists has increased from one to twenty-six, and in addition, "all the classroom teachers of grades 2 and 3 may now be numbered among the French teachers."⁴ This current renaissance of interest in bilingualism is not restricted to the capital city of Canada. "Since 1958, some fifty English-language elementary school boards in Ontario have obtained departmental permission to teach French."⁵

The Canadian Conference on Education which met in Ottawa in February 1958, adopted resolution 28: "Be it resolved that all provincial educational authorities should introduce the study of French (or English, in French language schools) in elementary grades at as early an age as possible." Moreover the members of the 1962 Canadian Conference on Education discussed the teaching of French in Canadian schools. Out of thirteen recommendations presented at the final plenary session three were related to the teaching of French or the French culture.

6. Where necessary, provincial laws should be amended so that either French or English may be used as the language of instruction in schools, the decision being based on the majority wish of the community.

7. Canadian history should be taught in such a way as to foster a greater mutual understanding between the French and the English cultures.

⁴Ibid., p. 2.

⁵P.W. Price, Education for Canada's Future, Canadian Conference on Education, June 1960, p. 12.

8. Interprovincial visits and other cultural relationships between English and French-speaking Canadians should be promoted more actively -- to improve mutual understanding and to derive greater advantage from Canada's bicultural identity.⁶

Challenged by the 1958 recommendation, language teachers' committees have organized programmes or guides in oral French at the elementary school level. In addition to Ottawa's French programme beginning in Grade 2, Halifax has a French programme which is introduced in Grade 5. In Moncton, New Brunswick, and Oakville and Forest Hill, Ontario, all English-speaking pupils in Grades 5 and above receive French lessons. Vancouver is experimenting with the teaching of French in Grade 5, Etobicoke in Grade 3, Victoria and Saskatoon in Grade 5, and Winnipeg in Grade 5.

In Alberta, a committee of French teachers of Calgary prepared "Le Français oral huitième et neuvième années". Oral French courses were prepared for pupils of Division 2, grades 4 to 6, by Edmonton and Lethbridge teachers and French coordinators. In Saskatchewan the superintendents and the French teachers have organized elementary French courses in Prince Albert, Saskatoon and Moose Jaw. The grades 1 through 8 French courses in Alberta and Saskatchewan are still in their infancy but the interest seems to be aroused.

Furthermore, a review of the professional literature from

⁶H.F. Coles, *Educationally Speaking*, "A National Seminar in Education," School Progress, March 1962, p. 28.

the United States reveals an increasing interest in organizing a second language programme at the elementary level. In May 1952, Dr. Earl J. McGrath, then United States Commissioner of Education, vigorously advocated foreign language study in the elementary schools, and in January 1953 he brought together educators and interested laymen to discuss the matter in a large national conference.⁷

On February 11, 1953 foreign language programmes received unexpected encouragement when Dr. Wilder Penfield, Director of the Montreal Neurological Institute, in an address before the American Academy of Arts and Science, came out strongly for foreign language study in the preadolescent period on purely scientific grounds.

The physiological development of the organ of the mind causes it to specialize in the learning of language before the ages of 10 to 14. After that, gradually, inevitably, it seems to become rigid, slow, less receptive. One who is mindful of the changing physiology of the human brain might marvel at the educational curricula. Why should foreign languages... make their first appearance long after a boy or girl has lost full capacity for language learning?⁸

Dr. Penfield's argument was promptly endorsed by other eminent neurologists and psychiatrists. In July 1956, Dr. Arnold Gesell and Dr. Frances Ilg of the Gesell Institute of Child Development

⁷E.J. McGrath, "Language Study and World Affairs," The Modern Language Journal, Vol. XXXVI, May 1952, pp. 205-206.

⁸W.R. Parker, The National Interest and Foreign Language, sponsored by The United States National Commission for UNESCO, January 1957, p. 9.

gave another kind of scientific endorsement, saying:

The present trend toward providing opportunities for second-language learning in the early grades indicates a clearer recognition of the patterns and sequences of child development. The young child enjoys language experience.... With favorable motivation he is emotionally amenable to a second and even a third language. This holds true for nursery school and kindergarten age levels.⁹

Hugh MacLennan endorsed Dr. Penfield's approach and concluded: ... "The time to begin French instruction in Canada is not in grades VII and VIII, but in grade I."¹⁰ Germaine L'Abbé warned that the main thing wrong with the teaching of French in Alberta schools is that the only two compulsory years in the subject are "at the end instead of the beginning."¹¹

The present interest in teaching a second language to elementary school pupils in Alberta, in Saskatchewan, in Canada, and in other countries seems to indicate the desirability of a survey of courses and methods used in the experimental programmes. Such survey should provide information useful to the Elementary Curriculum Committee in the future preparation of a course of studies. It seems possible that school systems introducing a French programme may find valuable information in such an investigation. Information concerning the need for courses in methodology in teaching French to English-speaking elementary

⁹Ibid., p. 9.

¹⁰H. MacLennan, "French Is a Must for Canadians," Imperial Oil Review, June 1960, p. 4.

¹¹J. Zell, "Compulsory French Said 'Too Late' by Expert," The Calgary Herald, February 5, 1960, p. 1.

pupils and the need for competent elementary French teachers may prove useful to the Faculty of Education and to the Department of Modern Languages of the Faculty of Arts and Science, particularly if second language programmes become widespread in Alberta and Saskatchewan.

From the data summarized in Figures 1 and 2, pages 4-6, the investigator infers that the following factors have influenced the introduction of a French course in certain schools of Alberta and Saskatchewan. Firstly, proximity to Universities and Colleges seems to influence the introduction of an elementary French course. Twenty-seven schools included in this report are located near Universities and Colleges in Edmonton, Calgary, Lethbridge and Banff in Alberta and Saskatoon and Moose Jaw in Saskatchewan. Secondly, in some cases an elementary French course is introduced to satisfy the needs of military personnel and their families. Since military personnel serves all Canada it is considered appropriate that their children be offered the opportunity to learn both English and French, the two official languages of the country. Thirdly, proximity to French-Canadian centers and to a source of teachers with French-background other than University training seems to influence the establishment of a French course. Eight bilingual schools are included in this study. Finally, there appears to be a relationship between introduction of a second language course and urbanization. More research would be needed to establish the degree to which these factors influenced the introduction of a French course at the elementary level.

IV. LIMITATIONS OF THE STUDY

This investigation aims at a study of the programmes and methods used in the teaching of French to English-speaking pupils of grades 1 through 8 in Alberta and Saskatchewan schools. This study is concerned with second language programmes in public, separate and Department of National Defence schools. It is not concerned with the teaching of French to French-speaking pupils in bilingual schools; nevertheless, eight bilingual schools are included because they offer a French course to elementary English-speaking pupils.

This study is limited to a consideration of programmes, methodology and instructional materials and does not attempt to consider the social implications involved in the organization of French programmes in school systems. Further limitations result from the experimental stage at which the French programmes are, and the limited professional literature related to this topic. Furthermore, this report is limited to a summary of practices and opinions but no evaluations of such practices.

V. ORGANIZATION OF THE THESIS

The complete report is organized into eleven chapters. The introductory portion of the thesis consists of three chapters, the main body seven chapters, and the conclusion one chapter.

Introduction. Chapter I defines the problem. Chapter II deals with the related literature, and Chapter III summarizes the collection of data.

Body of the thesis. Chapters IV to X inclusive contain the tabulated data gathered from the questionnaires with the investigator's comments and interpretations.

Conclusion. Chapter XI includes recommendations and suggestions for further research.

VI. DEFINITION OF TERMS

Bilingual Schools in this study refer to schools in which a "Primary Course in French" is taught in accordance with the School Acts of Alberta (1952, Section 363, (1)), and Saskatchewan (1954, Section 203, (2)).

English-speaking pupils refer to pupils who attend school where the language of instruction is English.

Second language means any language other than English.

French teachers refer to teachers who are teaching the French language.

Primary level refers to grades 1, 2 and 3.

Elementary level refers to grades 4, 5 and 6.

Junior high level refers to grades 7 and 8.

CHAPTER II

RELATED STUDIES

A trend in foreign language teaching which has aroused a high level of interest the last fifteen years is the teaching of languages in the elementary grades. The Modern Language Journal, The Educational Research Bulletin, The French Review and The Journal of Educational Psychology have published numerous articles describing the introduction, conduct and content of foreign language offerings in the elementary schools of Europe and America.

A recent study of the teaching of French at the elementary level in Alberta and Saskatchewan was conducted by Sister Saint-Sylva¹ in 1960. She investigated the methods, the curriculum and the instructional materials used in one hundred bilingual schools in the two provinces. She concluded that formal grammar was stressed at the expense of oral language, and that instructional materials and supervision were inadequate.

Lambert conducted an experimental comparison of the direct and indirect method of teaching French at the high school level.²

¹Sister Saint-Sylva, "An Investigation of the Teaching of French in Bilingual Schools of Alberta and Saskatchewan," Unpublished Master of Education thesis, University of Alberta, Edmonton, Alberta, 1960.

²R.A. Lambert, "An Experimental Comparison of two Methods of Teaching French to Non-French Students at the Grade Ten Level," Unpublished Master of Education thesis, University of Alberta, Edmonton, 1959.

He found that for purpose of aural comprehension the direct method of instruction was superior to the indirect method.

Purvis conducted a survey of foreign language programmes for English-speaking pupils in grades 1 through 9 in Canadian schools.³ His study was limited to a consideration of the problems of administration of a second-language programme. He stated that the most pressing problems appeared to be articulation, adequate supply of qualified teachers and the development of suitable curricula.

Another investigation is concurrently being conducted by Sister Saint-Theresia.⁴ The purpose of her experiment is to determine the relation of chronological age to achievement in the study of French.

Thérèse Férault, Master of linguistics, University of Montreal, is presently performing an experiment on the teaching of French to English-speaking pupils from the nursery school through Grade 7.⁵ Her experiment, called "Weston Experiment", is based on the scientific finding of linguists. Her objectives are to apply the phonological, lexicological and morphological aspects of the language. She stresses the aural-oral approach. Her findings

³N.M. Purvis, "Second Language Programmes Grades I-IX," Unpublished Master of Education thesis, University of Alberta, Edmonton, Alberta, 1961.

⁴Sister Saint-Theresia, "An Experimental Study of Achievement in French Language by Non-French Pupils of Grade 4 and Grade 7 in Selected Schools," Registered Master of Education thesis, University of Alberta, Edmonton, Alberta.

⁵T. Férault, "L'Enseignement fu français au stade élémentaire," The French Review, Vol XXXIII, Feb. 1960, No. 4, pp. 378-388.

may lay the foundation of a practical, scientific method of teaching at the primary and at the elementary levels.

I. OBJECTIVES

The establishment of an effective programme of foreign language instruction in the elementary school is based on general educational as well as specific pedagogical considerations.

The educational considerations involve recognition of the possible role of foreign language study in personal, intellectual and spiritual development and in the provision of direct intercultural experience. The pedagogical considerations involve recognition of the marked aptitude of younger children for learning to understand foreign languages when they are spoken and to speak them.⁶

Educationists and school administrators have deplored for years the fact that foreign languages are studied by thousands who do not learn them well; in fact, who learn them hardly at all. It is understandable, then, that during the current renaissance of interest in the languages objectives and methods should be paramount.

There are at least two types of benefits that should accrue to the pupils who are enrolled in the foreign language classes. Soffietto suggested the following cultural and linguistic objectives:

Cultural objectives:

- (a) Progressive development of the concept of cultural relatively leading to
- (b) Greater understanding and respect of the way of life of other peoples, and to
- (c) Fuller and more objective understanding of our way of life including that of our minority groups.

⁶P.M. Claude, "The Establishment of FLES Programme," The Modern Language Journal, Vol. XLIV, 1960, pp. 228-231.

Linguistic objectives:

- (a) Acquisition of a basic set of speech patterns with adequate pronunciation and fluency.
- (b) Progressive ability to read orally from graded reader with adequate pronunciation, fluency and understanding.
- (c) Ability to write under dictation prepared materials.⁷

According to Soffietti a non-culturally oriented person is not a fully educated person. He is not prepared for critical listening and reading about what is going on in the rest of the world.

An acquisition of a basic set of speech patterns with adequate pronunciation, intonation and fluency can best be attained by memorising conversations and learning how to dramatize them in typical "living situations" which might be encountered in the child's own activities.

The conversations learned in class by process of imitation, the so-called, mim-mem (mimic and memorization) approach. Throughout this course, pronunciation, intonation and comprehension were among the principal linguistic aims with quality above quantity in importance. "Our aim is not that of learning isolated words but that of acquiring whole utterances regardless of their morphological or syntactical composition."⁸

⁷J.P. Soffietti, "The Exploratory Study of Foreign Language," The Modern Language Journal, Vol. XLII, 1958, No. 1, pp. 3-7.

⁸Ibid., p. 5.

II. METHODOLOGY

At the turn of the century, the main method of teaching modern foreign languages was the grammar-translation method. Many high school students did not learn French, but merely rules of grammar. The approach was artificial since it was analytical and far removed from the way languages are naturally acquired.

In the second decade of the century the direct method was introduced. The direct principle meant the establishment of the direct relation between the thought and the foreign word. The teaching of pronunciation by the use of phonetics was part of the direct method. The use of phonetics was advocated by the authors of texts used at the high school level. For example, Roux used the first sixteen pages of his text, Premier Cours de Français to explain French pronunciation, orthographic signs, nasal vowels, phonetic symbols for vowels and consonants, tonic accents, elisions and linking(Liaisons).

A third method advocated by Coleman was the reading method.⁹

The reading method required that the student should be able only to recognize the thought, which he did by interpreting for example: "Il fait des éclairs," as "He makes cream-puffs."¹⁰

According to Bonée the reading method was not too successful.

⁹A.G. Bonée, "The Present Trend in Modern Language Teaching," The Modern Language Journal, Vol. XXXIII, 1949, pp. 385-392.

¹⁰Ibid., p. 388.

The learning of grammar is considered as a standardized vertical process; while the expression of thought is a free horizontal process of language study.

All the evidences points to the fact that the aural approach furnishes the one natural, logical and reasonable starting point for the acquisition of a language.¹¹

The direct method, called by various names such as audio-lingual, natural, oral-aural and Tangau, has many promoters. Mauger, Gauthier, Férault, Hood and the delegates to the UNESCO Seminar have all advocated the direct approach in teaching foreign languages.

Mauger and Gougenheim described their method in the foreword of their textbook.

L'ouvrage se présente sous un triple aspect:
1° une Méthode très progressive, très prudente, fondée sur le dialogue et la multiplicité des images. A partir de ces dialogues le professeur pourra organiser de petites scènes parlées, et, de sa propre initiative, selon aussi les goûts des élèves animer et enrichir les leçons.

2° des Séries de tournures usuelles, imprimées en bas de page sous la rubrique: "La phrase française", et fournissent aux professeurs, très tôt, l'occasion de faire apprendre par coeur, répéter, assimiler, le mécanisme de notre syntaxe. Les professeurs pourront mener de front ces exercices de mécanisme avec la Méthode, ou les répartir à leur convenance selon le rythme de leur enseignement.

3° des EXERCICES supplémentaires, des RECREATIONS par dessin, des PHOTOGRAPHIES, qui permettent une vivante révision des leçons.¹²

¹¹Ibid., p. 390.

¹²Gauger et Gougenheim, Le Français élémentaire (1^{er} livre) publié sous le patronage de l'ALLIANCE FRANÇAISE, Librairie: Hachette, Paris, 1958, p.2.

The authors explain that the direct method approach in the teaching of language is the natural approach which makes it psychologically sound. This method of instruction associates words with realities which makes it meaningful and economical. The French language is presented as a system which is intimately connected with other human activities, habits and values.

Dr. Tan Gwan Leong, Burmese director of curriculum, and Dr. Robert Gauthier, director of French instruction for the Ontario Department of Education, worked on a language-learning theory of Dr. Tan's. The result of their work was the Tan-Gau method which was introduced in Canada by Dr. Gauthier.

Dr. Gauthier describes his method Tan-Gau as a natural method for learning a second language. One of the essential characteristics of the method is the division of the learning process into two successive and progressive stages, comprehension and expression. While it agrees with the aural-oral approach now universally accepted, it differs from the traditional procedure, which endeavors to teach both understanding and speaking simultaneously.

In the Tan-Gau method the ear is trained first. The pupil is exposed to the second language sounds; this is the 'speaking-readiness period.' Then the ear loosens the tongue.

During the first stage, which could be called the 'incubation period' or the speaking-readiness period', the pupils are immersed in a sea of second-

language sounds. The teacher's voice is augmented by recordings, films, radio, and television, in order to enrich the pupils' auditory experience. Singing exercises, which constitute a very special form of expression, are also part of the lessons, provided that every precaution is taken to ensure understanding and correct pronunciation. While the learners are storing a number of language units or patterns of speech, their vocal organs, influenced by the ear and the brain, undergo a physiological and physical adaptation that will permit correct expression in due course.¹³

The first stage of procedure enables the pupils to understand the second language. Then the second stage develops in them the ability to speak.

The CBC recently studied the implications of the Tan-Gau method and decided it was ideally suited for television. "Chez Hélène", a television programme for pre-school children, is produced in the CBC Montreal studios. The educational policies of the programme are determined by the School Broadcasts Department of Toronto. The aim of "Chez Hélène" is to give to the very young children, "those at the prime of their language-learning ability,"¹⁴ an opportunity to learn French.

The delegates at the UNESCO Seminar held in Ceylon in 1953 advocated the direct method. The language teachers from 18 countries reached the agreement that the four fundamental skills to be taught

¹³Robert Gauthier, "Tan-Gau - A Natural Method for Learning a Second Language," Education, Vol. IV, No. 5, 1960.

¹⁴Canadian Broadcasting Corporation, A Viewer's Guide to Chez Hélène, Conversational French for very Young Canadians.

are, in order of priority, understanding, speaking, reading and writing the foreign language.

..... primauté de la méthode audio-orale et des méthodes actives, condamnation de l'enseignement formaliste de la grammaire considérée comme une fin en soi.¹⁵

Hood studied the foreign language methodology in Europe and America. She concluded that:

The one thing that Europe and the United States (and Canada) have in common is the aural-oral approach, i.e. speaking and hearing preceding reading and writing. This is almost universal.¹⁶

The aural-oral approach develops the pupils' ability to play the part of both hearer and speaker in the normal interchange of spoken language. The ability to read and write is deliberately set aside for later training.

III. PROGRAMMES

Effective teacher guides are an essential to the long-range success of any programme. These should provide for flexibility in teaching and be adapted to the local school district situation. Realistic goals must be set. The emphasis at the elementary level should not be on success in acquiring a mastery of the language; rather it should be on

¹⁵UNESCO, Problèmes d'Education, Vol. X, L'Enseignement des langues vivantes, Paris, 1954, p. 50.

¹⁶M.H. Hood, "Foreign Language Methodology in Europe and America," The Modern Language Journal, Vol. XLII, 1958, pp. 279-283.

success in communicating at a level which the pupils can reach in the time allowed for the language study.

The following items are considered basic to all grades: the objectives of the programmes, a description of methods to be used, explanations and examples of various types of classroom procedures, specific objectives of each unit, listing of audio-visual materials for each unit, suggestions and examples of evaluation procedures, supplementary materials for pupils and teachers and a bibliography. The foreign language course should be integrated as much as possible with social studies, art, music, dancing and arithmetic.

The oldest of the current programmes is the "Cleveland Plan" (1921) for teaching French to superior children as part of an enrichment programme.¹⁷ In September 1955 the Modern Language Association of America published a 90-page teacher's guide entitled Beginning French in Grade Three... "an experimental project - users were asked to report criticisms on special forms enclosed - produced by a working committee of 7 teachers from 5 states, aided by a national advisory committee of 34." (sic)¹⁸ Similar guides for beginning French in grade 4 have since been published (1959) as a result of co-operative effort on the part of many language teachers.

¹⁷W.R. Parker, The National Interest and Foreign Language, sponsored by the U.S. National Commission for UNESCO, January, 1957, p. 9.

¹⁸Ibid., p.3.

As mentioned in Chapter I, a committee of French teachers of Calgary prepared Le Français oral huitième et neuvième Année. The principles outlined in this guide are taken largely from the teaching of Emile B. DeSauzé, originator of the Cleveland Plan. The British Columbia, Programme and Guide for French in Elementary School Grades V and VI was prepared by an elementary French planning committee, a group of French teachers of Victoria and Vancouver. This committee received considerable assistance from other teachers in British Columbia and from the Modern Language Association. It seems apparent that the enthusiasm and cooperation shown by the Modern Language Association has greatly influenced the growth of the French programmes throughout the western provinces.

IV. TEACHERS

Teacher preparation is a vital problem for the success of elementary French programmes. Prospective teachers who have themselves studied French in school eight or ten years are bound to be potentially better teachers than those who have had only two or three years of French in high school.

The teachers have to be competent speakers in the language and have to understand the capabilities of the children of their grade level. The teachers have to be skilled in the techniques of presentation of material to young children. "The success in speaking and in getting the students to speak rests of course, with the efficiency, character, intelligence and culture of the teacher."¹⁹

¹⁹W.I. Schreider, "Oral Approach to Language Learning," The Modern Language Journal, Vol. XXXIII, No. 3, pp. 129-134.

There are different levels of proficiency in listening, speaking, reading, writing, language analysis and general professional competency which the teacher may acquire with more training and experience. Teachers need training in oral proficiency and guidance in foreign language programmes.

There have been for many years summer schools for language teachers in the United States (middlebury, Columbia) and Canada (Laval, Trois Pistoles, Banff). Over thirty universities have acquired similar summer schools in the past three years; the difficulty, however, lies in the distance and the expense involved for most teachers, and the fact that many provinces do not give any real credit for the work done either towards a degree or a specialist certificate.²⁰

Some of these courses are now recognized at the time of writing, the spring of 1962. For instance, under certain conditions The University of Alberta grants credits to teachers who have completed the Banff summer school courses in French conversation.

Graham reported that the value of such summer schools to the language teachers was incalculable -- courses in content and method, living in French houses, and, in some cases, in French communities and contact with other teachers and native speakers are essential parts of the courses offered.²¹ It is to be hoped that some means may be found to set up further summer workshops and to provide additional and more

²⁰Dr. V.E. Graham, "How Can We Teach French?" Canadian Education, Vol. XIV, No. 13, June 1959, p. 7.

²¹Ibid., p. 8

inclusive scholarships for attendance at well-established summer classes in techniques of audio-lingual method for teaching foreign languages in elementary schools.

McGrath suggested a long-range programme of modification in teacher-training institutions to supply an increasing number of qualified teachers who will be able to assume the responsibilities of teaching French at the elementary level.²² Andersson listed four criteria that an elementary foreign language teacher should meet:

(1) In order to teach satisfactorily, a teacher should be well acquainted with the prevailing philosophy and practice in the American elementary school.

(2) He must be genuinely fond of and effective with children so as to be able to arouse and maintain their interest and enthusiasm.

(3) He should be a broadly educated, resourceful, and enthusiastic person.

(4) He should possess a thorough knowledge of the history, civilization, and culture of the country or area involved.²³

Andersson favored extensive use of workshops, television and recordings to help train teachers and to extend the influence and utility of competent teachers. The Modern Language Association Conference which was held in December, 1955 saw the need

²²E.J. McGrath, "Foreign Language Instruction in American Schools," Modern Language Journal, Vol. XXXVI, 1953, pp. 115-119.

²³Andersson, op. cit., p. 43.

for an adviser and co-ordinator to improve instruction, to give in-service leadership and to provide liaison within the school and the community.

H.L. Caswell, President of Columbia University's Teachers College expressed the problem of teacher supply this way:

America with its democratic tradition cannot avoid an overwhelming responsibility at this critical time..... We should greatly extend and deepen our understanding and appreciation of other cultures and people. Study of foreign languages may be made to contribute greatly to the understanding of other cultures, but in few schools is this achieved. The difficulty arises because teachers too often do not have real command of the languages themselves and have only an academic acquaintance with the culture. An educational programme is needed for teachers in service and in preparation that provides first-hand experience with foreign cultures and an opportunity to achieve functional command of the language.²⁴

The general practice for teacher training seems to include workshops, specialist teachers, coordinators, recordings and television programmes.

The Calgary Public and Separate School Board is at present (1962) trying out a method centered on an international television programme entitled Parlons Français which is being used for the first time in Canada. In the United States it is already two years old and reaches more than two million primary school pupils from New York to San Francisco and from the Canadian boundary to Tampa, Florida. Mrs. Anne Slack, a teacher from France, directs the programme.²⁵

In Alberta and Saskatchewan, if the elementary French programme continues to grow, it will probably be necessary to introduce

²⁴Parker, op. cit., p. 125

²⁵S. Marion, Innovations in Second-Language Teaching in Canada, Canadian Conference on Education, Ottawa, 1962. p.21.

appropriate courses at the teacher training colleges.

Furthermore, Parker, executive secretary of the Modern Language Association, envisaged the foreign language problem as one which should be confronted by the whole society. The home, the public, the school and the department of education should cooperate to provide a background favorable to the learning of foreign languages. Parker suggested a seven-point programme to raise the 'American Language Curtain'.

1. Let American parents consciously see to it that their children, during the pre-school stage, acquire no subtle and insidious prejudices against foreign speech and customs.
2. Let foreign languages be introduced, along with some information about foreign land and peoples, in all American kindergartens and elementary schools so that to be "foreign" is not to be queer and unfriendly.
3. Let foreign languages be made available in every American high school and let them be required of all students who exhibit any facility in learning them.
4. Let foreign language degree requirements be restored in all the American liberal arts colleges which in the last few decades have foolishly abandoned them, and let foreign language departments in all colleges and universities also recognize a changing world by teaching a foreign culture along with and through the foreign language.
5. Let adults who once studied foreign languages in school or college, now brush up on them cooperatively in service clubs or women's clubs with the aid of local teachers, and let the educated among foreign-born American citizens now exhibit their patriotism by helping the native-born to acquire a second language and some knowledge of another culture.
6. Let our educational leaders recognize the great potential of foreign language teachers for the future welfare of our country, and give this

recognition expression in terms of salaries and opportunities for in-service training.

7. Let the foreign language teacher's peculiar necessity for foreign travel be specifically recognized by existing programmes for international exchange of persons, and let philanthropic foundations, recognizing the urgency of preparing such teachers, supplement these programmes with special scholarships and fellowships.²⁶

It seems to the investigator that these recent developments of interest in foreign languages have given a great impetus to the teaching of French in the schools of the western provinces.

VI. SUMMARY

This is but a brief survey of the voluminous literature dealing with the timely problem of the teaching of a second language at the elementary level. Since the Second World War research and writing are constantly increasing in this field, because the interest in modern languages has been greatly aroused and has created many challenging problems.

²⁶W.R. Parker, "The Language Curtain," The Modern Language Journal, Vol. XXXVIII, No. 1, 1954, pp. 3-6.

CHAPTER III

COLLECTION OF DATA

I. QUESTIONNAIRE

Construction

The questionnaire which the investigator prepared for this research study consisted of two parts; the first part was addressed to the principals, and the second part was directed to the teachers of French to English-speaking pupils at the elementary and junior high school levels. Both parts of the questionnaire were developed on the basis of what appeared to be the most frequently recurring problems found in the literature related to the introduction of foreign language programmes. Most of the items included in the questionnaire were designed to supply factual data and took the form of lists to be checked, blanks to be filled, or statistics to be given. There was only one free-response question dealing with recommendations for the improvement of the teaching of French in our elementary schools. The main reference used in the construction of the questionnaire was Carter V. Good and Douglas E. Scates, Methods of Research, New York: Appleton-Century-Crofts, Inc., 1954, pp. 604-645. Copies of both parts of the questionnaire and the covering letter from Dr. B. E. Walker will be found in the Appendix.

Principals' questionnaire. This questionnaire consisted of thirteen items. Its aim was to gather information regarding the first aspect of the problem, that is, a description of the schools in which French is taught. It inquired into the administrative aspects: enrolment, number of teachers teaching French and number of French classes. Chapter IV of the thesis is based on the returns from the principals' questionnaire.

Teachers' questionnaire. The questionnaire intended for the French teachers of grades 1 to 8 consisted of seven main sections under each of which appeared a varying number of items. It inquired into: teacher's experience, teacher's fluency, methods of teaching, course of studies, instructional materials, difficulties or problems and recommendations. The response to the items on the teachers' questionnaire have been summarized in Chapters V to X inclusive of the investigation.

The first section aimed at gathering information concerning the qualifications of the French teachers, and forms the basis of Chapter V.

The responses from section 2 supplied information relative to supervision and in-service training of French teachers. These responses are included in Chapter VI.

Chapter VII was based on the responses from section 3. The items in this section inquired into: organization of the French classes, the time of the day, the length of French lessons, and the French pupils.

Chapter VIII, the main chapter of the thesis, summarized the responses from section 4. The twenty items in this section supplied information relative to the programmes and methods used by the French teachers.

Section 5, instructional materials, constituted the background of Chapter IX. The aim of the investigator in this section was to learn what teaching aids were used by the French teachers to motivate their lessons.

The responses of sections 6 and 7 formed the background for Chapter X entitled Problems and Recommendations.

On the basis of information gained through the questionnaires and the review of related literature, a summary of conclusions and recommendations appears in Chapter XI.

Pilot study

A pilot study was conducted during the summer of 1960 with the co-operation of fifteen teachers who answered the questionnaire. They stated the time required to answer the

questionnaire and listed the items which they thought were ambiguous. The time taken varied from fifteen minutes to forty-five minutes, the average being twenty-five minutes. The teachers' comments were taken into consideration. The investigator revised the questionnaire and had it printed.

Distribution of the questionnaires

The names and addresses of the principals of the schools in which a French course was offered at the elementary and junior high levels were obtained from the Director of Curricula in Saskatchewan and from the Superintendents of Schools in Alberta.

Questionnaires with a covering letter from Dr. B.E. Walker were mailed to the principals in October 1960, with a request to distribute to the teachers of grades 1 to 8 the questionnaire addressed to them. Stamped addressed envelopes were enclosed. A total of 100 questionnaires were thus distributed to the French teachers in Alberta and Saskatchewan.

II. RETURNS FROM THE QUESTIONNAIRE

Questionnaires were sent to 40 schools in Alberta and to 15 schools in Saskatchewan. The completed questionnaires were returned by 93 per cent of the schools in which an elementary French course was offered.

TABLE I
QUESTIONNAIRE RETURNS FROM THE ALBERTA
AND SASKATCHEWAN SCHOOLS

	Total number of schools	Number of schools returning questionnaires	Per cent
Alberta	40	36	90
Saskatchewan	15	15	100
Total	55	51	93

Table I shows that in Alberta responses were received from 90 per cent of the schools, and in Saskatchewan 100 per cent.

Notwithstanding the length of the questionnaire the percentage of returns was considered high; 93 per cent of the schools responded. This high percentage of return probably indicates the great interest of the teachers in the current trend of teaching French at the elementary level.

TABLE II
QUESTIONNAIRE RETURNS FROM THE FRENCH TEACHERS
OF GRADES 1 TO 8 IN
ALBERTA AND SASKATCHEWAN

	Total number of French teachers of grades 1 to 8	Number of French teachers of grades 1 to 8 returning questionnaires	Per cent
Alberta	67	64	95
Saskatchewan	29	29	100
Total	96	93	97

As illustrated in Table II 93 teachers, 64 from Alberta and 29 from Saskatchewan, returned the questionnaires. Ninety-seven per cent of the questionnaires sent to the French teachers of both provinces were returned. This high percentage of return seems to indicate the vital interest of the teachers in a study of the nature of the French course offered at the elementary level.

Follow-up

A second copy of the questionnaire was sent to the four schools which had not responded to the first questionnaire. One principal answered: "No French is being taught in Grades 7 and 8 this year (1960-61)". No response was received from the other three schools.

CHAPTER IV

TYPES OF SCHOOLS

I. OPERATION AND ORGANIZATION

What types of schools are offering a French course in grades 1 through 8 in Alberta and Saskatchewan? The data obtained from the principals' questionnaire are summarized in Table III.

TABLE III

TYPES OF SCHOOLS IN ALBERTA
AND SASKATCHEWAN

	Number of schools			Per cent of schools N=51
	in Alta.	in Sask.	Total	
Public schools	21	6	27	53
Separate schools	11	9	20	39
National Defence schools	4	0	4	8
Total	36	15	51	100

Table III shows that 53 per cent of the schools were public schools, 39 per cent were separate schools and 8 per cent national defence schools.

Public and separate schools which offered French at the elementary level were situated in villages, towns or cities. In Edmonton and Saskatoon both the public and the separate school systems are offering French at the elementary and junior high levels.

II. NUMBER OF TEACHERS

How many teachers are teaching French to English-speaking pupils in the 51 schools included in this study?

TABLE IV

NUMBER OF TEACHERS TEACHING FRENCH TO ENGLISH-SPEAKING PUPILS

Grades	Number of teachers			Per cent (N= 93)
	Alta.	Sask.	Total	
1 to 6	42	14	56	60
7 and 8	22	15	37	40
Total	64	29	93	100

Table IV reveals that 56 teachers were teaching French to grades 1 to 6 and 37 respondents were teaching to grades 7 and 8.

III. NUMBER OF SCHOOLS

TABLE V

NUMBER OF SCHOOLS OFFERING FRENCH
IN GRADES 1 TO 8

Grades	Number of Schools			Per cent (N= 51) for each grade level
	Alta.	Sask.	Total	
1	1	1	2	4
2	2	1	3	6
3	6	6	12	24
4	25	7	32	63
5	17	7	24	47
6	15	8	23	45
7	16	13	29	57
8	13	14	27	53
Total	36	15	51	

Note: This table should be read as follows: Two schools out of fifty-one, or 4 per cent, offered French to Grade 1 pupils.

Table V reveals that 63 per cent, or 32 schools out of the 51 schools included in the study offered French at the grade 4 level. This high per cent may be explained by the increasing interest in teaching French at the elementary level. In Alberta grade 4 has been chosen as the modal grade, while in Saskatchewan grade 7 has been chosen as starting point.

A factor which may have influenced the high percent is Sister Sainte-Theresia's experiment teaching of French at the grade 4 and at the grade 7 levels.¹

Table V also reveals that 17 schools, or 34 percent of the schools, are offering French at the primary level. Although it is generally accepted by a number of school systems to begin French in grade 4, it is possible that in the near future French will be introduced at the primary level.

IV. NUMBER OF CLASSES

TABLE VI

NUMBER OF CLASSES OFFERING FRENCH IN GRADES 1 TO 8

Grades	Number of Classes			Per cent (N= 193)
	Alta.	Sask.	Total	
1	1	1	2	1
2	2	2	4	2
3	6	6	12	6
4	33	7	40	21
5	22	7	29	15
6	21	8	29	15
7	24	15	39	20
8	23	15	38	20
Total	132	61	193	100

¹ Sister Sainte-Theresia "An Experimental Study of Achievement in French Language by Non-French Pupils of Grade Four and Grade Seven in Selected Schools", Registered Topic Master of Education Thesis, University of Alberta.

...of

... ..

TABLE 1

Year			Total
	
1970	1	1	1	3
1971	2	2	2	6
1972	3	3	3	9
1973	4	4	4	12
1974	5	5	5	15
1975	6	6	6	18
1976	7	7	7	21
1977	8	8	8	24
1978	9	9	9	27

... ..

... ..

Table VI shows that 40 classes, or 21 percent of the French classes were at the grade 4 level. While it is again apparent that grade 4 has been chosen as the introductory grade for the French course, nevertheless French is also taught in 17 primary classes. This indicates that the starting point is at the primary level for at least 9 per cent of the classes offering French.

V. ENROLMENT OF PUPILS

TABLE VII

PERCENTAGE OF PUPILS ENROLLED IN 193 CLASSES
IN GRADES 1 TO 8 IN 51 SCHOOLS IN
ALBERTA AND SASKATCHEWAN

Grades	Number of pupils in each grade			Per cent
	Alta.	Sask.	Total	
1	23	15	38	1
2	32	16	48	1
3	168	114	282	6
4	819	130	949	19
5	620	146	766	15
6	449	138	587	12
7	705	494	1199	24
8	606	527	1133	22
Total	3422	1580	5002	100

Although Tables V and VI show that the greatest number of schools offered classes in French at the grade 4 level, Table VII reveals that the highest enrolment was in grade 7, 1199 pupils. It seems apparent that the elementary classes are of the experimental type in which not all the pupils are registered; while the grades 7 and 8 classes are of the exploratory type in which the whole class is registered.

The relationships between the number of pupils enrolled in the French class and the total number of pupils enrolled in the 51 schools which received the questionnaires and reported are shown in Tables VIII and IX.

TABLE VIII

PERCENTAGE OF PUPILS TAKING FRENCH IN
THIRTY-SIX SCHOOLS IN ALBERTA

Grades	Total Enrolment	Enrolment of French Classes	Per cent
1 to 6	7412	2111	28
7 and 8	5246	1311	25
Total	12658	3422	27

Table VIII reveals that in the 36 Alberta schools 28 per cent of the pupils in grades 1 to 6 and 25 per cent of the pupils in grades

7 and 8 are enrolled in a French class. It is evident that only a small proportion of the total pupils enrolled in these schools are studying French.

TABLE IX

PERCENTAGE OF PUPILS TAKING FRENCH IN
FIFTEEN SCHOOLS OF SASKATCHEWAN

Grades	Total Enrolment	Enrolment of French Classes	Per cent
1 to 6	2024	559	27
7 and 8	1537	1021	66
Total	3561	1580	44

Table IX shows that in the 15 Saskatchewan schools 66 per cent of the grades 7 and 8 pupils and 27 per cent of the grades 1 to 6 pupils were enrolled in a French class. The enrolment in Grades 7 and 8 is 39 per cent higher than the enrolment at the elementary level.

Table X reveals that 7 per cent of the pupils in the French classes in both provinces are at the primary level, 46 per cent at the elementary level and 47 per cent at the junior high level.

TABLE X

PERCENTAGE OF PUPILS ENROLLED IN FRENCH CLASSES
AT THE PRIMARY ELEMENTARY AND
JUNIOR HIGH LEVELS

Grades	Number of pupils enrolled			Per cent
	Alta.	Sask.	Total	
1 to 3	223	145	358	7
4 to 6	1888	414	2302	46
7 and 8	1311	1021	2332	47
Total	3422	1580	5002	100

In the 36 Alberta schools there are 1888 grades 4 to 6 pupils and 1311 grades 7 and 8 pupils enrolled in a French class. There are 577 more pupils enrolled from grades 4 to 6 than there are from grades 7 and 8. In the 15 Saskatchewan schools there are 414 pupils in grades 4 to 6 compared to 1021 pupils in grades 7 and 8 who are enrolled in a French class. There are 607 more pupils enrolled from grades 7 and 8 than there are from grades 4 to 6. It seems that the tendency, in Alberta, is to introduce French at the elementary level; while in Saskatchewan French is included in the curriculum of grades 7 and 8.

TABLE XI
PERCENTAGE OF PUPILS TAKING FRENCH IN FIFTY-ONE
SCHOOLS IN ALBERTA AND SASKATCHEWAN

Grades	Total Enrolment	Enrolment of French Classes	Per cent
1 to 6	9436	2670	29
7 and 8	6783	2332	34
Total	15219	5002	33

Table XI reveals that one third 5002, or 33 percent of the pupils enrolled in 51 schools are studying French. It is possible that the selection of pupils has influenced the enrolment in the French classes.

VI. SUMMARY

Over fifteen thousand pupils were enrolled in the 51 Alberta and Saskatchewan schools included in this study; approximately five thousand pupils were registered in a French class.

CHAPTER V

QUALIFICATIONS OF FRENCH TEACHERS

What facility with the French language have the 93 Alberta and Saskatchewan teachers of grades 1 to 8 included in this research? The following tables gave a partial answer.

I. FRENCH INSTRUCTION IN HIGH SCHOOL

TABLE XII

YEARS OF HIGH SCHOOL FRENCH COMPLETED
BY 93 TEACHERS OF GRADES 1 TO 8

Number of years of high school French	Number of teachers			Per cent of teachers (N= 93)
	Alta.	Sask.	Total	
2	5	2	7	8
3	50	2	52	56
4	9	25	34	36
Total	64	29	93	100

The majority, 50 out of 64 or 77 per cent of the Alberta teachers studied French 3 years in high school. Twenty-five out of 29 or 86 per cent of the Saskatchewan teachers studied French 4 years in high school. Table XII reveals that 75 teachers appear to have studied the maximum amount of French instruction offered in the Alberta and Saskatchewan high schools.

II. UNIVERSITY COURSES IN FRENCH

What university training did the teachers have? Table XIII reveals that approximately 10 per cent of the teachers had no university training. Eighteen per cent of the teachers had only one university course. Seventy-two per cent of the respondents had from two to sixteen courses in French at the university level.

TABLE XIII

UNIVERSITY COURSES IN FRENCH TAKEN BY EIGHTY-THREE
TEACHERS OF GRADES 1 TO 8

Number of courses	Number of teachers			Per cent of teachers (N=93)
	in Alta.	in Sask.	Total	
0	3	6	9	10
1	11	6	17	18
2	29	8	37	40
3	5	4	9	10
4	5	4	9	10
5	1	1	2	2
6	7	0	7	7
9 or more	3	0	3	23
Total	64	29	93	100

III. FLUENCY IN FRENCH

What was the oral facility of the French teachers of the Alberta and Saskatchewan schools included in this study? Table XIV indicates that 90 per cent of the respondents evaluated their fluency at average or above average. Forty-eight, or 52 per cent mentioned that they were very fluent. Six per cent of the teachers graded themselves below average and 4 per cent did not answer that question.

TABLE XIV

SELF-EVALUATION OF ORAL FACILITY OF EIGHTY-NINE TEACHERS OF GRADES 1 TO 8

Degree of fluency	Number of teachers			Per cent of teachers (N=93)
	Alta.	Sask.	Total	
Very fluent	28	20	48	52
Average	28	7	35	38
Below average	4	2	6	6
No response	4	0	4	4
Total	64	29	93	100

The teachers were asked to check their experiences with the French language. Table XV reveals that 75 per cent of the French teachers had lived in a French center.

TABLE XV
EXPERIENCES WITH FRENCH OF NINETY-THREE
TEACHERS OF GRADES 1 TO 8

Experiences	Number of teachers			per cent of teachers (N= 93)
	Alta.	Sask.	Total	
Studied in France	4	2	6	7
Attended Banff School	3	3	5	5
Studied in Quebec	8	4	12	13
Lived in French center	49	21	70	75
Total	64	29	93	100

Thirty-one teachers listed other experiences not mentioned on the questionnaire. Four teachers stated that they were members of l'Alliance française. Twenty teachers mentioned that they had studied in bilingual schools studying French from grade 1 to grade 12 inclusive. Two teachers studied in a bilingual school in Great Britain. Three French teachers received private tutoring in preparation for their high school French. Finally two other teachers reported using French records to help improve their pronunciation.

It is evident that the majority of the French teachers had varied experiences with French. It seems to the writer that living in a French center is the most common way and probably the most important way of experiencing French.

The respondents listed the languages in which they were fluent according to the order they had learned them.

Table XVI summarized these findings.

TABLE XVI
LANGUAGES SPOKEN BY NINETY-THREE TEACHERS
OF FRENCH OF GRADES 1 TO 8

Languages spoken	Order	Number of teachers	Per cent (N= 93)
French	First	56	60
English	Second	56	
English	First	29	32
French	Second	29	
Polish	First	4	
English	Second	4	4
French	Third	4	
German	First	2	
French	Second	2	2
English	Third		
Hungarian	First	2	
French	Second	2	
German	Third	2	
English	Fourth	2	
Total		93	100

Fifty-six teachers, 60 per cent, reported having learned French as a first language and English as a second language. Twenty-nine teachers, 32 per cent of the teachers involved in this investigation, learned English first and French second. Four per cent spoke Polish, English and French learned in this order. Two per cent of the respondents knew German, French and English. Another two per cent could express themselves in four languages, namely: Hungarian, French, German and English.

Where did the 29 English-speaking teachers learn French? Two teachers reported having studied in France; three attended the Banff summer school; five studied in Quebec; and 19 lived in French centers. It seems that living exchanges have greatly influenced the competence of the teachers concerned.

IV. TEACHING EXPERIENCE

Table XVII shows that 75 per cent of the teachers had from two to nineteen years of teaching experience. Only two per cent of the respondents had one year experience; the others were experienced teachers.

TABLE XVII
TEACHING EXPERIENCE OF NINETY-THREE
FRENCH TEACHERS

Years of experience	Number of teachers			Per cent of teachers (N= 93)
	Alta.	Sask.	Total	
one year	0	2	2	2
2 - 4 years	17	5	22	24
5 - 9 years	19	4	23	25
10 - 19 years	16	8	24	26
20 - 30 years	9	7	16	17
33 years	3	3	6	5
44 years	0	1	1	1
Total	64	29	93	100

TABLE XVIII
EXPERIENCE IN THE TEACHING OF FRENCH
OF NINETY-THREE TEACHERS

Years of experience	Number of teachers			Per cent of teachers (N= 93)
	Alta.	Sask.	Total	
one year	1	3	4	4
2 - 4 years	30	19	49	53
5 - 9 years	10	4	14	15
10 - 19 years	16	1	17	18
20 - 30 years	7	2	9	10
Total	64	29	93	100

Table XVIII indicates the number of years of experience in the teaching of French. It is noticeable that 53 per cent of the teachers had only 2 to 4 years experience in the teaching of French. This may give evidence that the elementary French course is still in its infancy.

Twenty teachers reported that they had taught French to French-speaking pupils. This may explain the 28 per cent of the respondents who had from 10 to 30 years experience.

V. TRAINING IN FRENCH

The question was asked: If a course in methods of teaching French at the elementary level should be offered at the university would you be interested in taking it? Eighty-nine teachers responded to this question, of whom 83 per cent answered affirmatively, 13 per cent answered negatively and 4 per cent gave no response.

The majority of teachers seem to be interested in getting more training through courses. Nevertheless, 17 respondents may be more interested in living exchanges which may greatly influence the quality of their instruction.

VI. SUMMARY

The French teachers included in this research were generally experienced teachers. Seventy teachers had from 5 to 33 years of general experience.

Most respondents seem to have a long experience with the French language. Thirty-six per cent had studied French 4 years in high school. Thirty-two per cent had more than 3 university classes in French. Fifty-two per cent claimed to be very fluent. Seventy-five per cent had lived in French centers and 60 per cent had learned French as a first language.

CHAPTER VI

SUPERVISOR, IN-SERVICE TRAINING

What supervision and in-service training is available to the teachers of French to English-speaking pupils of grades 1 to 8? Are these teachers provided with adequate guidance? The purpose of the second part of the teacher's questionnaire was to obtain information concerning the above questions.

I. GUIDANCE

Does the superintendent visit the French class? Is any guidance given to the teachers of French by the superintendent? by the supervisor? by the principal? These questions from the questionnaire have been used for the caption of the following tables.

TABLE XIX

DOES THE SUPERINTENDENT VISIT
THE FRENCH CLASS?

	Number of teachers	Per cent of teachers
Affirmative response	29	31
Negative response	60	65
No response	4	4
Total	93	100

Twenty-nine teachers, or 31 per cent received guidance from the official representative of the Department of Education. Sixty respondents, or 65 per cent of the teachers received no guidance.

TABLE XX
FROM WHOM DO THE FRENCH TEACHERS
RECEIVE GUIDANCE?

Received guidance from	Number of teachers	Per cent of teachers (N= 93)
Superintendent and principal	25	27
Supervisor and principal	18	19
Superintendent	4	4
Principal	20	22
Supervisor	6	6
Received no guidance	20	22
Total	93	100

Table XX reveals that 73 respondents, or 78 per cent of the teachers teaching French in grades 1 to 8 received guidance from the superintendent, the principal or the supervisor. Twenty French teachers received no guidance.

II. FRENCH ASSOCIATION

Do the French teachers belong to associations, councils or clubs which help them to improve their knowledge of the language? Twenty-six teachers were members of a French Association. Twelve others belonged to a French Club. Table XXI summarizes these findings.

TABLE XXI

HOW MANY TEACHERS ARE MEMBERS
OF FRENCH ASSOCIATIONS?

	Number of teachers	Per cent of teachers
French Association	26	28
French Council ^a	0	0
French Club	12	13
Negative response	55	59
Total	93	100

^aThe Alberta Teachers' Association organized a Modern and Classical Council in April 1961.

The Modern and Classical Council of the Alberta teachers has a membership of 130. Although not all these teachers are elementary or junior high teachers, the investigator presumes that some of the respondents of this study are members of the Council.

III. FRENCH WORKSHOPS

Are workshops organized to provide guidance to the French teachers? Table XXII illustrates that 21 per cent of the teachers attended workshops in methods of teaching French to English-speaking pupils at the elementary and junior high levels.

TABLE XXII
FRENCH WORKSHOPS

	Number of teachers	Per cent of teachers (N= 93)
Affirmative response	20	21
Negative response	73	79
Total	93	100

Two respondents attended special courses (workshops)¹ in methods of teaching French at evening sessions while in normal school.

¹Andersson suggested extensive use of workshops as an effective method of training teachers and extending the influence of competent teachers. op. cit., p. 48.

IV. SUMMARY

The majority, 73 teachers or 78 per cent, of the French teachers received guidance from one or from more than one educational leaders, namely: superintendent, supervisor or principal. Forty respondents were members of French Association or French Clubs. Twenty-one per cent of the teachers included in this investigation received in-service training by attending French workshops.

CHAPTER VII

ORGANIZATION OF THE FRENCH CLASSES

Is French taught by the regular classroom teachers or by specialists? Who is enrolled in the French classes? Where is French placed on the time-table? The information concerning these questions is tabulated below.

I. THE FRENCH TEACHERS

TABLE XXIII

ARE THE 93 RESPONDENTS CLASSROOM OR SPECIALIST
FRENCH TEACHERS?

	Number of teachers			Per cent of teachers
	Alta.	Sask.	Total	
Classroom teachers	28	17	45	48
Specialists	36	12	48	52
Total	64	29	93	100

Table XXIII shows that 48 per cent of the teachers were regular classroom teachers. Fifty-two per cent were specialists. There are certain advantages in each of the types of teachers who might accept the responsibility of teaching French at the elementary level. The classroom teacher may be able to enrich the whole elementary course; while a specialist with special methods and teaching materials may create an atmosphere conducive to hearing and speaking the language taught.

II. THE FRENCH CLASS

How much time is allotted per day to the teaching of French in 193 classes in the elementary and junior high schools of Alberta and Saskatchewan?

TABLE XXIV

HOW MUCH TIME IS ALLOTTED PER DAY
TO THE TEACHING OF FRENCH?

Time	Number of classes			Per cent of classes
	Alta.	Sask.	Total	
10 min.	5	0	5	3
15 min.	14	2	16	8
20 min.	42	17	59	31
25 min.	23	3	26	13
30 min.	32	34	66	34
35 min.	14	5	19	10
40 min.	2	0	2	1
Total	132	61	193	100

Thirty-four per cent of the classes were 30 minutes long. Thirty-one per cent of the classes were 20 minutes. There seems to be a tendency to have 20-minute French period for the elementary grades and a 30-minute period for grades 7 and 8.

TABLE XXV
TIME OF FRENCH PERIOD

Time	Number of classes			Per cent of 193
	Alta.	Sask.	Total	
8:30	2	3	5	3
9:00	10	4	14	7
9:30	14	10	24	14
10:00	25	13	38	20
10:45	15	8	23	12
11:00	6	6	12	6
11:30	11	4	15	8
1:00	12	1	13	7
1:30	5	2	7	4
2:00	3	1	4	2
2:45	18	5	23	7
3:00	4	1	5	3
3:30	5	2	7	4
4:00	2	1	3	1
Total	132	61	193	100

Table XXV reveals that French has a place on the time-table. In only 8 cases was it taught either before or after regular school hours. The majority, 68 per cent, of the classes were offered during the morning session.

Is the enrolment of the French classes too high?

Forty-nine per cent of the teachers thought that the enrolment was too high. The respondents expressed the opinion that they would do more efficient work with smaller classes.

TABLE XXVI

IS THE ENROLMENT OF THE FRENCH
CLASSES TOO HIGH?

	Number of teachers			Per cent of teachers (N = 93)
	Alta.	Sask.	Total	
Affirmative response	28	18	46	49
Negative response	36	11	47	51
Total	64	29	93	100

TABLE XXVII

WOULD MORE EFFICIENT WORK BE DONE
WITH SMALLER ENROLMENT?

Teachers' opinion	Number of teachers			Per cent of teachers (N = 93)
	Alta.	Sask.	Total	
Affirmative response	49	20	69	74
Negative response	12	7	19	21
No response	3	2	5	5
Total	64	29	93	100

Table XXVII shows that the majority, 74 per cent of the respondents were of the opinion that smaller enrolment would have an effect on the excellence of the work produced.

What was the average enrolment of the French classes included in this investigation? Table XXVIII reveals that 75 classes had an average below 25. One hundred and eighteen classes had an average of 25 and above.

TABLE XXVIII

AVERAGE ENROLMENT OF THE
FRENCH CLASS

Grades	Number of classes	Number of pupils	Average enrolment
1	2	38	19
2	4	48	12
3	12	282	25
4	40	949	24
5	29	766	26
6	29	587	20
7	39	1199	31
8	38	1133	30
Total	193	5002	

III. THE FRENCH PUPILS

Is French offered to the whole class? Table XXIX reveals that 26 per cent of the French classes were offered to pupils of higher caliber as an enrichment programme. Seventeen per cent of the classes included pupils with I.Q.'s between 90 and 109. In 57 per cent of the classes all the pupils had the opportunity to study a second language.

TABLE XXIX

WHO IS ENROLLED IN THE FRENCH CLASS?

Pupils	Number of classes			Per cent of 193
	Alta.	Sask.	Total	
I.Q.'s 110 and above	35	15	50	26
I.Q.'s 90 - 109	17	16	33	17
Everybody	80	30	110	57
Total	132	61	193	100

How do the above findings agree with suggestions of others about pupils' selection for a second language? McGrath¹ and Ratte² favored some selection. They argue that selectivity made it possible to give second language instruction to those who could profit by it and to provide enrichment to those who needed it.

¹E.J. McGrath, "Foreign Language Instruction in American Schools", Modern Language Journal, Vol. XXXVII, pp. 115-119.

²E.H. Ratte, "Foreign Languages for Some or for All," Modern Language Journal, Vol. XLI, 1957, pp. 355-358.

The following programmes favor selection: Cleveland, New Britain, St. Louis, Dayton and Brooklyn in the United States and Vancouver, Saskatoon and Regina in the western Canadian provinces.

The 1953 Conference of the Modern Language Association made the following recommendations:

1. All children of a given grade should have the opportunity to learn a foreign language.
2. Foreign language learning in the elementary schools should not be restricted to children of superior intelligence nor should it be imposed indiscriminately on slow-learning children.
3. Any children who show a desire and ability to learn a foreign language should be allowed to participate in the programme if their subsequent feeling of success gives them greater confidence in their ability to learn.
4. In border areas and wherever a second language is used in the community the opportunity to study this second language should be extended to all children in a grade.³

Guerra argued in favor of non-selective programme.

Experienced teachers reported a high degree of language readiness among pupils who have had a second language in their home, whether they have a high I.Q. or not.⁴

If the objectives of such a programme are the improvement of human relations on the local, national and international basis, as well as the cultural development of the pupils, then a second language programme should be opened to all.

³Parker, op. cit., pp. 25-26.

⁴M.N. Guerra, "Future Teacher of F.L.E.S.," Modern Language Journal, Vol. XL, 1956, pp. 7-12.

IV. SUMMARY

A study of the general organization of the French classes included in this investigation reveals that 52 per cent of the teachers were special instructors. The allotment of time varied from school to school. The length of the French periods varied from 10 minutes in the primary grades to 40 minutes in grades 7 and 8. Thirty-four per cent of the French classes were 30 minutes and thirty-one per cent of 20 minutes duration. French, as a second language, is taught as an enrichment programme to 26 per cent of the classes. In the majority of the classes, 74 per cent all the pupils are given the opportunity to learn French.

The problem of selection of pupils has not been solved. There is divergence of opinion; some school systems favor selection, while others favor non-selection. A similar divergence exists among educators; McGrath and Ratte favor selection, while Guerra and the members of 1953 Conference of Modern Language Association favor non-selection. It seems that whether a second language programme is selective or elective will depend to a large extent on its objectives.

CHAPTER VIII

PROGRAMMES AND METHODS

One of the aims of this investigation is to discover the nature of the French programmes offered during the 1960-61 school year to English-speaking pupils in grades 1 to 8 of the Alberta and Saskatchewan schools. What methods are favored by the French teachers? To what extent is a modern linguistic approach used? The fourth part of the Teachers' questionnaire entitled 'programmes and methods' was designed to collect data which would partially answer these questions.

I. OBJECTIVES

What are the objectives of the French programmes currently offered? What are the objectives of the French teachers? Are they aiming at oral French or at written French? Table XXX discloses that 56 per cent of the respondents considered that their primary aim was to develop in their pupils a familiarity with French as a spoken language. The primary objective of 16 per cent of the French teachers was to give to their pupils a knowledge of the written language that will ~~allow~~ allow them to read French literature, and write what they can express orally.

TABLE XXX

OBJECTIVES IN THE TEACHING OF FRENCH IN
DECREASING ORDER OF IMPORTANCE AS
LISTED BY 93 TEACHERS OF
ALBERTA AND SASKATCHEWAN

Objectives	Number of teachers Order of importance				
	1	2	3	4	5
Spoken language	52	30	10	1	--
Enrichment experience	20	37	17	9	10
Study structure of language	4	9	19	12	20
Written language and reading ability	15	7	13	30	18
Further study	2	10	34	13	16
Total	93	93	93	65	64

Note: This table should read as follows: Spoken language was listed as the primary objectives by fifty-two teachers; as secondary objective by thirty teachers; as third objective by ten teachers, etc.

Fifteen teachers, or 16 per cent of the respondents, seemed to have in mind the method used in high schools: "teach the students how to write French". The results of Table XXX indicates that the majority of the French teachers consider that the development of audio-lingual skills is extremely important as a part of language learning. A high interest in spoken language is present in bilingual areas and in National Defense Schools where there is a utilitarian outlet for French.

II. CURRICULUM

How many teachers have a programme of studies to guide them in the teaching of oral French? Table XXXI shows that only 33 per cent of the respondents included in this study had a curriculum guide.

TABLE XXXI

HOW MANY TEACHERS HAD A
CURRICULUM GUIDE?

	Number of teachers			Per cent of teachers
	Alta.	Sask.	Total	
Positive response	24	7	31	33
Negative response	38	22	60	65
No response	2	0	2	2
Total	64	29	93	100

Table XXXI discloses that 60 teachers, or 65 per cent of the respondents, had no curriculum guide to teach French at the elementary and junior high levels.

It seems to the writer that effective teacher guides are an essential to the long-range success of any programme.

TABLE XXXII
HOW MANY FRENCH TEACHERS
HAD AN OUTLINE?

	Number of teachers			per cent of 93
	Alta.	Sask.	Total	
Positive response	28	13	41	44
Negative response	10	9	19	20
No response	2	-	2	2
Total	40	22	62	

Table XXXII reveals that 41 teachers, or 44 per cent of the respondents, had an outline. Twenty per cent of the teachers reported that they had no outline, and 2 per cent did not respond.

Is it possible that some teachers had both an outline and a guide? It is possible but it was not revealed by the results of the questionnaires. Teachers checked either guide or outline. The classification given to study guides and outlines is that listed by the respondents themselves.

Who issued the curriculum guides used by the French teachers? Table XXXIII summarizes the data collected from the questionnaire.

TABLE XXXIII

WHO ISSUED THE CURRICULUM GUIDES USED
BY THE FRENCH TEACHERS?

	Number of teachers		Total
	Alta.	Sask.	
British Columbia Department of Education	7	4	11
Modern Language Association of America	4	2	6
Cleveland Foreign Language Programme	1	1	2
L'Association des Professeurs de Français de Calgary	12	0	12
Total	24	7	31

Table XXXIII discloses that 31 curriculum guides were used by the grades 1 to 8 teachers of Alberta and Saskatchewan. These guides were obtained from four different sources. Eleven curriculum guides were published by the Department of Education, British Columbia. Six guides were issued by the Modern Language Association of America. Two guides were published by the Cleveland Foreign Language Programme Committee. Twelve guides were

[English](#)
[Français](#)
[Español](#)
[Deutsch](#)
[Italiano](#)
[Português](#)
[Polski](#)
[Română](#)
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[Suomi](#)

"Préparés par un comité de l'Association des Professeurs de Français de Calgary". Thirty-three per cent of the respondents used curriculum guides from four different sources.

Table XXXIV shows that 41 teachers, 44 per cent of the respondents, used outlines prepared by seven different groups.

TABLE XXXIV

WHO PREPARED THE ORAL FRENCH OUTLINES?

	Number of teachers		
	Alta.	Sask.	Total
Division II Franch Teachers' Association	3		3
Elementary Oral French Committee	7	2	9
Superintendent and Coordinator	6	3	9
Supervisor and Teachers	3		3
L'A.E.B.A. ¹	4		4
L'A.F.C.I.S. ²		5	5
French Teachers	5	3	8
Total	28	13	41

¹L'Association des Educateurs Bilingues de l'Alberta (Association of the Bilingual Teachers of Alberta) was founded in 1946. Its aims are to promote the teaching and appreciation of French language and culture.

²L'Association Franco-Canadienne des Instituteurs de la Saskatchewan (Association of French Canadian Teachers of Saskatchewan) was founded in 1954. Its aims are similar to those of L'A.E.B.A.

Table XXXIV reveals that outlines were prepared by: committees and associations of elementary French teachers, superintendents, supervisors and coordinators of Alberta and Saskatchewan schools. From these data the investigator may infer that the educators concerned would be pleased to cooperate with a curriculum committee to prepare an oral French programme for the elementary and junior high grades.

The combined results of tables XXXIII and XXXIV reveal that 78 per cent of the respondents had a curriculum guide or an outline on hand. Twenty-two per cent of the teachers had neither outlines nor guides. Two teachers reported that their French course consisted of teaching the usual classroom vocabulary and the 'language-units' needed in current situations.

What is the subject matter taught in the French programme? A list of topics was provided on the questionnaire. The teachers were asked to check topics taught and to double check topics of greatest interest to their class. Table XXXV of this investigation summarizes the findings on this particular phase of the problem.

TABLE XXXV

TOPICS INCLUDED IN THE FRENCH PROGRAMMES

Topics	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Greetings	64	29	93	100
Objects in Classrooms	64	29	93	100
Clothing	62	29	91	97
Seasons	62	29	91	97
Time	60	26	86	91
Numbers	64	29	93	100
Calendars	57	28	85	90
Foods	62	29	91	97
Colours	64	29	93	100
Christmas Themes	62	29	91	97
Action Words	62	29	91	97
Domestic Animals	62	29	91	97
Health Expressions	62	22	84	90
Telephone Calls	22	15	38	40
Visit to the Store	34	14	48	53
Visit to the Bank	12	4	16	17
Visit to the Farm	40	18	58	62

TABLE XXXVI
TOPICS OF GREATEST INTEREST

Topics	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Greetings	40	20	60	64
Objects in Classrooms	45	22	67	72
Clothing	26	8	34	36
Seasons	8	4	12	13
Time	8	5	13	14
Numbers	42	21	63	68
Calendars	4	3	7	8
Foods	32	18	50	53
Home	18	8	26	28
Colours	25	10	35	37
Christmas Themes	10	8	18	20
Action Words	8	6	14	15
Domestic Animals	28	15	43	45
Health Expressions	6	4	10	10
Telephone Calls	16	8	24	26
Visit to the Store	14	11	25	27
Visit to the Bank	2	2	4	4
Visit to the Farm	32	12	44	47

What is the nature of the curriculum guides or outlines available to the French teachers? Tables XXXV and XXXVI summarize the subject matter taught by the majority of the respondents. Such topics as: greetings, objects in classrooms, clothing, seasons, numbers, foods, homes, colours, Christmas themes, action words and domestic animals were taught by approximately all the 93 respondents. From 95 to 100 per cent of the teachers included such topics in their outlines. These topics tend to familiarize the pupils with the vocabulary of their immediate surroundings, their classrooms and their homes. The central focus of the French programmes seemed to be on living situations which gave meaning and interest to the learning of the new language. It is apparent that the majority of the French teachers followed Mildred A. Dawson's recommendation that:

The language programme should be developed from the interests and experiences of children and should incorporate all the modes of language expression necessary to the interchange of thoughts and ideas in the course of normal daily living.¹

What are the topics of greatest interest to the pupils? The majority, 82 teachers or 88 per cent of the respondents, listed topics which had stimulated the interest of their French classes. Table XXXVII summarizes the respondents' lists of special interest topics.

¹Mildred A. Dawson, Teaching Language in the Grades, World Book Company, New York, 1951, p. 37.

TABLE XXXVII
TOPICS OF SPECIAL INTEREST

	Number of teachers		
	Alta.	Sask.	Total
Songs	24	12	36
Sports	22	8	30
Parts of the body	15	10	25
Holiday themes	5	2	7
Table manners	8	2	10
Identifications	15	10	25
Family life	12	14	26
Road signs	4	10	14
Stories	12	7	19

Table XXXVII summarizes the topics which 82 teachers, 88 per cent of the respondents, experienced as greatly interesting to their pupils. Only 11 respondents did not contribute any suggestion. Thirty-six teachers listed songs; thirty respondents listed sports; and twenty-six mentioned family life. All these topics were closely related to the 'interests and experiences of children' as suggested by Mildred A. Dawson in her book, Teaching Language in the Grades.

It seems to the writer that the content of the curriculum guides and outlines listed in this study comprise a variety of worthwhile cultural activities such as songs, games and stories which are apt to enrich the pupils' educational background.

III. METHODS AND APPROACHES

Do the teaching methods support the objectives? Is the pupil's ability to play the part of both hearer and speaker developed? Is the ability to read and write French postponed for training in later years?

TABLE XXXVIII

WHAT METHODS ARE USED IN THE
FRENCH CLASSES?

	Number of teachers			per cent of 93
	Alta.	Sask.	Total	
Direct	46	11	57	61
Indirect	7	9	16	17
No response	11	9	20	22
Total	64	29	93	100

Table XXXVIII reveals that 61 per cent of the teachers claimed that they were using the direct method. Seventeen per cent of the teachers stated that they were using the indirect method. Twenty-two per cent of the respondents included in this study did not respond, possibly because the terms 'direct' and 'indirect' methods were unfamiliar to them.

To verify the results obtained in table XXXVIII two other similar questions were asked on the type of methods used. Do you talk French during the whole lesson?

TABLE XXXIX
WHAT PROPORTION OF THE LESSON IS TAUGHT
IN FRENCH?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Whole lesson	30	12	42	45
3/4 of the time	18	7	25	27
1/2 of the time	16	10	26	28
1/4 of the time	--	--	--	--
Total	64	29	93	100

All the teachers responded to this question. Table XXXIX shows that 45 per cent of the teachers talked French during the whole lesson; 27 per cent talked French three-fourths of the time; 29 per cent expressed themselves half of the time in English. The amount of the second language used during the teaching period varies according to the fluency of the teacher and his understanding of the principles of learning for the various ages of the children.

The third question on method inserted in the questionnaire was: "Do you use English as a medium of instruction?" Table XL summarizes the findings.

TABLE XL
IS ENGLISH USED AS A MEDIUM OF
INSTRUCTION?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Very often	6	3	9	10
Sometimes	8	9	17	18
Very seldom	12	5	17	18
Never	38	12	50	54
Total	64	29	93	100

Table XL discloses that 50 teachers, or 54 per cent of the respondents 'never' speak English during the French classes. By comparing the results of tables XXXVIII, XXXIX and XL the writer may infer that the direct method is used by approximately 54 per cent of the teachers included in this study. Apparently a slight majority of the respondents are trying to use the language as a direct teaching medium rather than teach about the language using English as a medium.

Is the aural-oral approach used by the French teachers?
The questionnaire was designed to obtain data on the procedure
used in the French classes.

TABLE XLI
ARE PHONETIC SYMBOLS NECESSARY?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Positive response	12	17	29	31
Negative response	27	9	36	39
No response	25	3	28	30
Total	64	29	93	100

TABLE XLII
DO YOU USE PHONETIC SYMBOLS?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Positive response	19	13	32	34
Negative response	27	8	35	38
No response	18	8	26	28
Total	64	29	93	100

TABLE XLIII
IN WHAT GRADE ARE PHONETIC SYMBOLS
INTRODUCED?

Grades	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
4	2	2	4	4
5	7	3	10	11
6	6	3	9	10
7	5	2	7	7
8	-	4	4	4
9	8	-	8	9
10	9	-	9	10
No response	27	15	42	45
Total	64	29	93	100

Tables XLI, XLII, and XLIII reveal that phonetic symbols are not used by all French teachers. Phonetic symbols are introduced in different grades. Two grade 4 teachers stated that they introduced phonetic symbols after Easter as a new source of interest and as a preparation for reading. Four teachers mentioned that they introduced phonetic symbols at the end of the second year of French during the reading preparation period. Forty-five per cent of the teachers either did not use phonetics or were ill-informed about this teaching technique.

Are the teachers using the aural-oral approach recommended in the MLA Teacher's Guide and by modern linguists?

Train the ear first. The ear is the dominant organ in the reception and production of speech and should be trained first. The pupil must hear accurately, before he can pronounce accurately.²

Is the ear trained first by frequent repetition of the same and similar sounds? Tables XLIV, XLV and XLVI summarize the data collected from the teacher's questionnaire.

TABLE XLIV

IS THE EAR TRAINED FIRST BY FREQUENT
REPETITION OF THE SAME SOUNDS?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Positive response	48	20	68	73
Negative response	9	5	14	15
No response	7	4	11	12
Total	64	29	93	100

Table XLIV reveals that the majority, 68 teachers, used the basic principle 'Train the ear first'.

²Modern Language Association Teacher's Guide, published by The Educational Publishing Corporation, Darien, Connecticut, 1959, p. viii.

How is the ear trained to recognize the French sounds?

Férault suggested two ways to teach the phonemes of a language; namely, by stressing the contrasting sounds, and by studying the similar sounds.

Il faut bien faire ressortir les contrastes qui existent entre les deux systèmes et pour ce (si ce n'est déjà fait), procéder à l'analyse phonologique de la langue à apprendre et à l'analyse phonologique de la langue maternelle.

On devrait s'attacher à découvrir s'il existe des phonèmes à réalisation identique, si les variations qu'ils présentent et leur distribution sont les mêmes dans les deux langues.³

A list of similar sounds was inserted in the questionnaire.

The respondents had to react to the following questions:

Do you train the ear first by frequent repetition of the same sounds? ex. joue, sous, doux, coup, trou, fou, bout, tout, etc.

Do you use list of words whose sounds are already known to the pupils? ex. two-tout, day - dé. Do you use cognates (when possible) to introduce new words? ex. table - table. Tables XLV and XLVI summarize the data.

TABLE XLV

ARE SIMILAR SOUNDS USED?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Positive response	33	18	51	55
Negative response	24	7	31	33
No response	7	4	11	12
Total	64	29	93	100

³Férault, op. cit., pp. 379-388.

TABLE XLVI
ARE SOUNDS ALREADY KNOWN AND
COGNATES USED?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Positive response	41	20	61	65
Negative response	15	9	24	27
No response	8	0	8	8
Total	64	29	93	100

Apparently only a slight majority of the teachers included in this study are using an audio-lingual approach which is recommended by modern linguists. Tables XLV and XLVI show that 51 teachers, 55 per cent, used similar sounds, and 61 respondents, 65 per cent, utilized sounds already known and cognates as an ear training techniques.

Are the teachers following the natural order of learning a language: hearing, speaking, reading and writing? Table XLVII lists the order in which the skills are taught.

TABLE XLVII
WHAT SEQUENCE IS FOLLOWED IN
TEACHING SKILLS?

Skills	Number of teachers			
	Order taught			
	1	2	3	4
Reading	3	--	76	4
Oral-aural	30	52	--	--
Writing	--	2	14	46
Aural-oral	58	30	2	--
Total	91	84	92	50

Note: This table should read as follows: Reading skills were listed as the first objective by three teachers; as third objective by seventy-six teachers; as fourth objective by four teachers, etc.

Table XLVII shows that 58 teachers, 62 per cent, listed aural-oral skills as their first aim. Thirty teachers, 32 per cent, listed oral-aural skills as their first goal. It is obvious from these data that the emphasis on spoken language is closely related with the emphasis on understanding the language. The majority of the French teachers seem to understand that aural comprehension is extremely important as a part of language learning and as an aid to facility in reading directly without translation.

Oral French, conversational French, is the aim of the programme. What devices are used to encourage the pupils to express themselves in French?

TABLE XLVIII

WHAT TEACHING TECHNIQUES ARE USED
TO ENCOURAGE CONVERSATION?

Techniques	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Question and answer	60	29	89	96
Memorized vocabulary word-lists	5	6	11	12
Free talking on current situations	50	20	70	75
Simple dialogues on social situations	62	26	88	94
Comments on wall charts and wall pictures	48	18	66	70

Table XLVIII shows that question and answer and simple dialogue techniques are used by 96 and 94 per cent of the teachers. Memorization of vocabulary word-lists was used by 12 per cent of the respondents. Approximately 70 per cent of the primary and elementary teachers used comments on wall charts and wall pictures. Other techniques listed by the respondents were picture scrapbook, flash cards and stick figures.

Are drills used to acquire accuracy and fluency?

Table XLIX reveals that 60 teachers used pattern drills.

TABLE XLIX

ARE PATTERN DRILLS USED BY THE
FRENCH TEACHERS?

	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Yes	42	18	60	65
No	3	4	7	7
No response	19	7	26	28
Total	64	29	93	100

Pattern drills are used by 65 per cent of the teachers teaching French to English-speaking in grades 1 to 8 in the 51 schools included in this study. Seven per cent of the respondents gave a negative response to the question. Twenty-eight per cent gave no response. It is possible that 26 respondents were not familiar with the term 'pattern drills' and yet were using such a technique in their French classes.

TABLE L
WHAT TYPES OF DRILL ARE USED
IN THE FRENCH CLASSES?

Drills	Number of teachers			Per cent of 93
	Alta.	Sask.	Total	
Response	50	22	72	77
Replacement	55	25	80	86
Variation	48	26	74	79
Substitution	60	21	81	87
Change to negative	45	22	67	72
Tense change	42	17	59	64

Table L shows that more than 75 per cent of the respondents used response, replacement, variation and substitution drills. The two types of drill which were less used by the teachers of grades 1 to 8 were change to negative and tense change drills. Change to negative and tense change drills are probably used more by high school teachers than by primary, elementary and junior high teachers.

TABLE LI

FREQUENCY OF USING CERTAIN ENRICHMENT
ACTIVITIES IN 193 FRENCH CLASSES
OF ALBERTA AND SASKATCHEWAN

Activities (N=193)	Daily		Bi-weekly		Weekly		Occasionally		Never	
	Number of classes	Per cent	Number of classes	Per cent	Number of classes	Per cent	Number of classes	Per cent	Number of classes	Per cent
Stories	10	5	75	41	30	15	64	34	--	--
Songs	45	23	90	49	40	21	18	9	9	5
Dramatizations	4	2	102	53	10	5	20	10	5	2
Choral speech	82	43	77	42	--	--	3	1	2	1
Games	87	45	72	40	12	6	15	8	3	1
Dictations	34	18	23	12	--	--	2	1	128	67

Note: This table should be read as follows: In 10 classes out of 193, or 5 per cent, stories were taught daily; in 75 classes out of 193, or 41 per cent, stories were taught bi-weekly.

Table LI lists the variety of activities used by the French teachers. French songs are sung bi-weekly in 90 classes. Dramatizations are used in 102 classes. Choral speech and games are used bi-weekly in 77 and 72 classes respectively. Dictations are never used in 128 classes. These data may be an evidence that the writing skills are not a goal of the French teachers.

TABLE LII

IS FRENCH CORRELATED WITH
OTHER SUBJECTS?

Subjects	Number of teachers			Per cent
	Alta.	Sask.	Total	(N= 93)
Art	32	12	44	47
Music	60	27	87	92
Science	21	14	35	37
Literature	17	15	32	34
Geography	38	17	55	58
History	27	17	44	46
Arithmetic	44	22	66	70

Table LII illustrates that French is quite often correlated with the other subjects taught in the primary, elementary and junior high classes of Alberta and Saskatchewan. Eighty-seven, or 92 per cent of the respondents, taught French songs. Sixty-six, or 70 per cent of the teachers, correlated arithmetic with French. It is apparent that the correlation of French with art, music, science, literature, social studies and arithmetic adds further possible dimension to the study of the language.

TABLE LIII
IS GRAMMAR TAUGHT BY THE 93 FRENCH
TEACHERS OF GRADES 1 TO 8?

	Number of teachers			Per cent
	Alta.	Sask.	Total	(N= 93)
Daily formal grammar lesson	3	2	5	5
Occasionally functional grammar	18	6	24	25
Grammar should be taught in high school	26	11	37	38
Speech patterns are taught and not explained	44	18	62	66

Table LIII shows that daily formal grammar lessons are taught by 5 respondents. Twenty-five per cent of the respondents taught an occasionally functional grammar lesson. Speech patterns are taught and not explained by 66 per cent of the French teachers. Thirty-seven respondents expressed the opinion that grammar should be taught in high school. It is generally agreed that grammar analysis should not be undertaken before the secondary level.

The majority of the respondents, 62 out of 93, seemed to understand the importance of teaching speech patterns. The learning of speech patterns is very important; it will help the children to speak freely in French without inhibition indicating that thinking in the language is occurring rather than thinking in English and translating to French.

TABLE LIV

WHAT ARE THE AIMS IN TEACHING
FRENCH READING?

	Number of teachers			per cent of 93
	Alta.	Sask.	Total	
Reading-for-comprehension	21	15	36	38
Reading-for-translation	4	2	6	6
Reading-for-enjoyment	5	3	8	8
No response	34	10	44	48
Total	64	29	93	100

Table LIV reveals that 38 per cent of the French teachers aimed at teaching reading-for-comprehension. Only 6 per cent of the teachers would stress translation. Forty-eight per cent of the teachers did not respond; this is closely related to not teaching reading since their aim is primarily oral French.

TABLE LV

SHOULD THE FRENCH LESSON BE
AN ORAL LESSON?

	Number of teachers			per cent of 93
	Alta.	Sask.	Total	
Yes	53	20	73	79
No	7	6	13	14
No response	4	3	7	7

Table LV discloses that 79 per cent of the teachers specified that the French lessons should be given orally.

TABLE LVI
IS DICTATION A VALUABLE AURAL-
WRITTEN EXERCISE?

	Number of teachers			per cent of 93
	Alta.	Sask.	Total	
Yes	22	16	38	40
No	8	3	11	12
No response	34	10	44	48
Total	64	29	93	100

Table LVI shows that 40 per cent of the French teachers considered dictation as a valuable aural-written exercise. Eighteen teachers specified that they thought it was valuable, but they were not actually using this device in their regular French classes. These were primary and elementary teachers. Forty-eight per cent did not respond, probably because it did not apply to their particular grade level.

IV. SUMMARY

The aim of this investigation was to study the nature of the French course offered during the 1960-61 school year to English-speaking pupils of grades 1 through 8 in the schools of Alberta and Saskatchewan. The investigator, however, is aware of the limitations of the questionnaire technique which seemed to be the only feasible method of collecting data.

The main objective of the French course as expressed by 52 respondents was to teach the spoken language. It was listed as the second objective of 30 other teachers concerned. Therefore, by associating these two numbers, the investigator tends to conclude that 87 per cent of the teachers involved are aiming at the teaching of the spoken language.

Only 33 per cent of the teachers included in this research had a course of studies. These programmes were borrowed from four different sources. Forty-three per cent of the respondents had an outline prepared by French committees, superintendents, coordinators, supervisors or principals. Twenty-two per cent of the teachers had no curriculum guide nor outline.

Even though there is a lack of uniformity in the use of guides and outlines there is a common element throughout the French course offered. That common element is present in the subject matter which is derived from interests and experiences of children. The evidences

of common element and interests are summarized in Tables XXXV, XXXVI and XXXVII. The French course seems to be based on subject matter which is closely related to simple living situations familiar and meaningful to children.

The direct method, audio-lingual approach, is used by approximately 50 per cent of the teachers. Certain modern linguistic approaches such as phonemic analysis, substitutions and pattern practices are used by 60 to 70 per cent of the respondents. Tables XLI, XLII, XLIII and L summarize these data.

Modern linguists, Thérèse Féralut, Robert Gauthier and Theodore Andersson, believe in the teaching of the four skills of hearing, speaking, reading and writing in that order. Table XLVII shows that approximately 62 per cent of the teachers followed this recommended sequence.

It appears to the writer that the French course currently (1960-61) offered is an educational experience. The practices in the Alberta and Saskatchewan schools are not generally in agreement with the criteria suggested by various linguists referred to above.

CHAPTER IX

INSTRUCTIONAL MATERIALS

The nature of the French programme seems to require a goodly number of teaching aids, both regular, such as guides, texts, charts, maps and posters, as well as specialized, such as tapes, records and even television. The elementary French programme in Calgary is provided through the use of special television programmes.¹

One purpose of this investigation is to discover if the instructional materials are adequate and suitable. Do the instructional materials and equipment for the French class support the objectives?

I. TEXTBOOKS AND LIBRARY BOOKS

Which textbooks are used by the French teachers? Table LVII shows the different textbooks used in 77 junior high French classes. French Storybook Grammar by Spink and Millis is used by 48 per cent of the classes. French Storybook Grammar is the authorized text in Saskatchewan and New Brunswick; it is also approved for textbook grants in Ontario. These factors may explain why it is used in Alberta and Saskatchewan junior high French classes. It seems to the writer that the limited

¹"Curriculum Front", Elementary Curriculum Committee, The ATA Magazine, January 1962, p. 40.

vocabulary, approximately 500 words of high frequency developed in French Storybook Grammar may prove inadequate for pupils who studied French at the elementary level.

TABLE LVII
TEXTBOOKS USED IN 77 JUNIOR HIGH FRENCH CLASSES
IN ALBERTA AND SASKATCHEWAN

Textbooks	Number of classes			Per cent of 77
	Alta.	Sask.	Total	
<u>Le Français Vivant</u> Stock-Stock-Jeanneret	2	2	4	5
<u>Nos Voisins Français</u> Tomlinson	2	-	2	3
<u>Parlez-vous Français</u> Huebener-Neuschatz	12	-	12	16
<u>French Storybook Grammar</u> Spink-Millis	14	17	31	40
<u>Totor et Tristan</u> and <u>French Storybook Grammar</u> Spink-Millis	3	3	6	8
No textbook	14	8	24	31
Total	47	30	77	100

Table LVII reveals that five different textbooks are used in grades 7 and 8 French classes. Le Français Vivant is used in 5 per cent of the classes; Nos Voisins Français is used in 3 per cent of the French classes. Parlez-vous Français

recommended teachers' reference, by the Alberta Department of Education, is used in 16 per cent of the classes. Thirty-one per cent of the classes are not using any text.

TABLE LVIII

TEXTBOOKS USED IN 98 ELEMENTARY FRENCH CLASSES
IN ALBERTA AND SASKATCHEWAN

Textbooks	Number of classes			Per cent of 98
	Alta.	Sask.	Total	
<u>Le Français Élémentaire</u> Mauger-Gougenheim	4	3	7	7
<u>Un peu de Français</u> Bradford	3	3	5	5
<u>Petites Conversations</u> Julian Harris-H. Monod	2	4	6	6
<u>Oral French Programme</u> Bradford-Findlay	-	2	2	2
<u>French Conversation with the</u> <u>Aid of Pictures</u>	8	3	11	11
No textbooks	59	8	67	69
Total	76	22	98	100

Table LVIII shows that the majority, 69 per cent of the elementary French classes had no textbook. Thirty-one per cent of the classes are using five different textbooks. A study of these textbooks reveals that the authors aimed at an oral

approach. Un peu de Français is a book strictly for oral use, "and no written work is expected or desirable at this stage."² The numerous illustrations and suggested activities in Le Français Élémentaire will guide the teachers in the teaching of real French in a real situation.

TABLE LIX

TEXTBOOKS USED IN 18 PRIMARY FRENCH CLASSES
IN ALBERTA AND SASKATCHEWAN

Textbooks	Number of classes			Per cent of 18
	Alta.	Sask.	Total	
<u>Bébé Marie Jean</u> Poirier-Wees	1	2	3	17
<u>La Porte est ouverte</u> Poirier-Wees	-	1	1	5
<u>Un peu de Français</u> - Bk. 1 Bradford	2	-	2	11
<u>Conversation anglaise</u> Filteau-Villeneuve	-	2	2	11
<u>French Conversation with the</u> <u>Aid of Pictures</u> - Filteau		2	2	11
No textbook	6	2	8	45
Total	9	9	18	100

Table LIX discloses that 8 primary classes do not use any textbook. Four primary classes use the series J'Apprends à Lire, i.e. Bébé Marie Jean and La Porte est ouverte. It seems to the writer that J'Apprends à Lire series

²Florence B. Bradford, Preface of Un peu de Français, Longmans, Green and Company, Toronto, 1960.

is more appropriate to a reading approach than to an oral approach. The vocabulary is limited to family life.

Un peu de Français and Conversation anglaise present a greater variety of activities of general interest to pupils of grades 1 to 3 and thus may encourage them more to express themselves in French.

The majority of the teachers agreed that 'stories provide practice in aural comprehension'; whatever stories they used were those already known by the pupils such as 'The Three Bears', 'Little Red Ridin Hood', and 'The Little Red Hen'. These stories are suggested in the British Columbia Guide.³

To the question: 'How many French books suitable for your class are in the library?' Sixty-two teachers, or 66 per cent of the respondents answered that there were no books in the library. Ten respondents said that they had 30 or more French books; 5 teachers mentioned that there were approximately 20 books in the school library; 4 teachers stated that they had about 15 books; 4 respondents mentioned that they had several books from their own personal library; and 8 teachers did not answer this question.

It seems apparent that there is a lack of French library books suitable for elementary pupils in the library of the schools included in this study.

³Programme and Guide for French in the Elementary School, Grades V and VI, Department of Education, Victoria, British Columbia, 1958, pp. 24-33.

II. AUDIO-VISUAL AIDS

A frequently recurring topic found in the literature related to French language programmes at the elementary level is the use of audio-visual aids. Rosen claimed that recordings were very valuable in language teaching.

The use of recordings is still the best mechanical aid for both aural and oral training in foreign language and recordings can and should be used at all levels of study.⁴

Many experts in the field seem to agree with this approach. C.S. Tyre of the New Mexico College of Agriculture and Mechanic Arts wrote:

A favorite device is the language record. It lacks eye appeal but makes up for this with its opportunities for ear training, since it can use so many voices, intonations, accents and speeds.⁵

Brewer listed French records of popular songs and operatic arias and showed their value in developing familiarity with French words.⁶

Carter suggested the use of phonograph recordings in a beginning French class to improve speech and to obtain a better understanding of the French people, customs and literature.⁷

Modern cinematography brings the foreign language home alive. The film industry has at its command the near-perfect reproduction of sight and sound from the grandiose to the minute as well as the representation of human actions and

⁴Rea C. Rosen, "Recordings, Tapes and Transcriptions Available to Teach French," Modern Language Journal, XLI (November, 1957)

⁵C.A. Tyre, "A Conversational Approach to Language Learning," Modern Language Journal, XXXVI (February 1952) p. 63.

⁶Sylvia Brewer, "The Use of French Records in the Classrooms," French Review, vol. XX, No. 3, (1947) pp. 259-260.

⁷Boyd C. Carter, "They Shall Pronounce," French Review, vol. XVII, No. 2, (1943) pp. 89-91.

emotions from the simplest to the most subtle. It is therefore equipped to bring to the Canadian student all the life and color of the foreign country in the full panoply of its native reality.

What audio-visual aids are used in the French classes?

Table LX on ^{the} next page summarizes the data from the questionnaires. Table LX reveals that audio-visual aids are scantily used in the French classes. Records are used by 20 per cent of the respondents; radios by 3 per cent; tape recorders by 18 per cent; television by 3 per cent; filmstrips by 10 per cent; charts by 46 per cent and maps and globes by 17 per cent. Five teachers reported that they were using flannel boards as visual aids. The flannel board cut-outs provide a greater flexibility and variation than the use of charts alone. Charts published by Gage and Company were used by 12 teachers. These colored charts illustrating the home, the school and the town are very attractive and suitable teaching aids.

It seems to the writer that audio visual association is of primary importance in developing the skill of communication: and that apparently this aspect is neglected in the French classes.

TABLE IX

AUDIO-VISUAL AIDS USED IN THE TEACHING OF FRENCH

	Daily	Bi-weekly	Weekly	Occasionally	Never
Record player	4	1	2	12	74
Radio	-	-	-	3	89
Projector (films)	-	1	-	8	84
Tape recorder	-	-	2	15	76
Television	-	-	-	3	89
Filmstrip Projector	-	-	-	10	83
Charts	15	4	6	18	50
Maps and Globes	-	1	3	12	77

III. SUMMARY

A variety of textbooks are used by the French teachers. There is a definite limitation in the kind of books available for pupils' use at the different level. The teachers seemed to be inadequately supplied with radios, projectors, tape recorders, filmstrip projectors and language laboratories to achieve the desirable goals.

CHAPTER X

DIFFICULTIES OR PROBLEMS

What difficulties or problems are encountered by the French teachers in their French classes? The investigator listed ten problems which were frequently listed in the literature related to French language programmes. The teachers were requested to number five of these problems in decreasing order of difficulty.

Table XLI appearing on next page reveals that 17 per cent of the respondents listed 'Curriculum guide not available' as the greatest difficulty encountered in their teaching of French. Fourteen teachers, or 15 per cent, listed 'Lack of training for the teaching of French'; another 15 per cent stated 'Inadequacy of instructional materials' as their greatest problems. 'Texts not suitable for the grade level', 'Lack of in-service training' and 'Insufficient library books' were each classified as greatest difficulty by eleven per cent of the respondents. Nine teachers listed 'Enrolment too high'; five stated 'Lack of supervision and guidance'; two mentioned 'Lack of pupils' interest' and one 'Lack of public interest'. It is evident that there is a variety of opinion on: 'What is the greatest difficulty encountered?'.

TABLE LXI

GREATEST DIFFICULTIES ENCOUNTERED IN THE TEACHING OF FRENCH AS REPORTED BY NINETY-THREE FRENCH TEACHERS

	Order of difficulty									
	1		2		3		4		5	
	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent	Number of teachers	Per cent
Curriculum guide not available	16	17	6	7	10	11	2	2	3	37
Texts not suitable for the grade level	10	11	19	20	2	2	3	3	12	13 46
Enrollment too high	9	10	--	--	2	2	3	3	11	11 25
Lack of training for the teaching of French	14	15	18	19	13	14	24	25	21	23 90
Lack of supervision and guidance	5	5	16	17	12	13	2	2	2	2 37
Lack of in-service training	10	11	3	3	13	14	12	13	2	2 39
Lack of pupils' interest	2	2	--	--	2	2	--	--	1	1 5
Inadequacy of instructional materials	14	15	21	23	17	18	25	26	13	13 89
Lack of public interest	1	1	--	--	2	2	--	--	1	1 4
Insufficient library books	10	11	8	9	15	16	5	6	20	22 58
										107

Table XLI shows that the majority, 90 out of 93 teachers, listed 'Lack of training for the teaching of French' as a difficulty. Purvis discussed this important problem in his thesis and he suggested two possible solutions:

That school systems planning to introduce a French programme should try, in the meantime, to train their own teachers. The general practice in this regard include workshops, specialist teachers, coordinators, recordings and tape recprders. Later if the programme continues to grow it will probably be necessary to introduce courses at the teacher training college.¹

'Inadequacy of instructional materials' received 89 responses.

It is apparent that if a school system inaugurates a French programme it will encounter additional expenses.

The majority, 80 per cent, of the respondents reacted to the question: Would you kindly list your recommendations for the improvement of the teaching of French in our elementary schools? The recommendations of the French teachers of Grades 1 to 8 are given below. Those appearing more frequently on the questionnaires are named first.

1. A sequential course should be followed to ensure continuity.
2. The direct method should be used in all classes.
3. More instructional materials should be made available to the French teachers.

¹N.M. Purvis, "A Survey of Foreign Language Programmes for English-Speaking Children in Grades I-IX," Unpublished Master of Education thesis, University of Alberta, Edmonton, Alberta, 1961.

4. Adequate teacher training and in-service training at the elementary level should be made available.
5. Native French speaking teacher should direct the programme.
6. More supervision and guidance is necessary. Too much has been left to the inexperienced teachers.
7. Elementary French course should be included in elementary school curriculum.
8. Pupils should be grouped according to their fluency.
9. A French Day should be organized once a month. The pupils should use French games, menus, songs and poems.
10. Pupils should start French in the Primary grades.
11. All pupils should be encouraged to participate.
12. The English-speaking pupils should take part in the French Festival.
13. The teaching climate should be pleasant, enjoyable, varied and active.
14. French should be taught by the regular classroom teacher.

CHAPTER XI

CONCLUSIONS AND RECOMMENDATIONS

The information gathered through this study will, it is hoped, help in improving the teaching of French to English-speaking pupils in grades 1 to 8 in Alberta and Saskatchewan schools. The writer, however, is aware of the limitations of the questionnaire technique which seemed to be the only feasible method of collecting data for this particular study. Nevertheless, the high percentage of returns inspires confidence that the description of the nature of the French programme offered during the 1960-1961 school-year is as accurate as possible under the circumstances.

I. SUMMARY

Description of the schools. Fifty-one public, separate and National Defence schools are included in this study. There are, in these schools, 93 French teachers, 193 French classes in which some 5000 pupils are enrolled. Approximately 30 per cent of the pupils enrolled in the schools are studying French.

Qualifications of the French teachers. The general qualifications of the French teachers are probably similar to those of other teachers in comparable situations. Their

qualifications for teaching French vary considerably as indicated by Tables XII, page 45 and XIII, page 46. The majority of the teachers received the maximum amount of French instruction offered in Alberta and Saskatchewan high schools. Eighty-four teachers had from one to nine university classes. Fifty-two respondents evaluated their facility with the French language at above average. Seventy teachers had experienced living in French centers. Only two teachers reported having taken courses in methods of teaching French.

The main strength of the teachers' qualifications appears to be experiencing French in French centers while the main weakness seems to be lack of professional training.

Supervision, In-service Training. Some opportunity for improving their methods of teaching French seems to be afforded to the teachers. Table XIX, page 54, and XX, page 55 show that the majority of the French teachers received guidance from superintendents, supervisors, coordinators or principals. Furthermore, 21 per cent of the teachers received in-service training by attending special workshops for teaching French.

Organization of the French Classes. A slight majority, 52 per cent, of the French teachers were special teachers. The length of the French periods varied: from 10 to 15-minute daily

periods in the primary grades; to 20 to 25-minute daily periods in the elementary grades; and to 30 to 40-minute daily periods in grades 7 and 8. Table XXV, page 61 reveals that French has a place on the time-table. In only eight classes was it taught either before or after school hours.

Sixty-one per cent of the classes had an average of 25 or more pupils. The majority, 74 per cent of the respondents thought they would have done more efficient work with a smaller class. Fifty classes, 26 per cent, are limited to superior children as a means of curriculum enrichment; while 143, 74 per cent of the classes are opened to all the pupils.

Programmes and Methods. The main objective of the French programmes offered was to teach the spoken language. Table XXX, page 68, reveals that 52 respondents aimed at the spoken language. It was also listed as the second objective of 30 other teachers. Therefore, by associating these two numbers, the investigator tends to conclude that 87 per cent of the teachers involved are aiming at the spoken language.

The French programmes used by the respondents were borrowed from four different sources, namely: British Columbia Department of Education, Modern Language Association of America, Cleveland Foreign Language Programme, and L'Association des Pro-

fesseurs de Français de Calgary. Table XXXIV, page 72, reveals that outlines are prepared by seven different groups, namely: Division II French Teachers' Association, Elementary Oral French Committee, Superintendents and Coordinators, Supervisors and Teachers, L'Association des Educateurs Bilingues de l'Alberta, L'Association Franco-Canadienne des Instituteurs de la Saskatchewan and French Teachers. Twenty-two per cent of the Teachers had neither outlines nor guides.

Even though there is a variety of guides and outlines used, a common basic subject matter is being taught throughout the schools included in this investigation. The main topics taught by 90 per cent or more of the teachers are the following: greetings, calendars, foods, home, colours, Christmas themes, action words, domestic animals and health expressions. It is apparent that the language programmes offered were developed from the interests and experiences of children.

What methods are used in the French classes? What proportion of the lesson is taught in French? Is English used as a medium of instruction? By analyzing the answers to these three similar questions Tables XXXVIII, XXXIX and XL, pages 78, 79 and 80, the investigator concluded that approximately 50 per cent of the teachers used the direct method, ^{the} audio-lingual approach. Oral expression is evidently not receiving adequate attention.

The recommended procedure in second-language learning is the natural progression for acquiring skills hearing and speaking, and later reading and writing. Only 62 per cent of the teachers followed this recommended sequence.

A slight majority of the teachers included in this study used ear training techniques. Fifty-five per cent of the teachers used similar sounds; 65 per cent of the respondents utilized cognates and sounds already known. It seems that the basic principle 'To train the ear first' to similar and dissimilar sounds has been neglected.

Other teaching techniques which support the audio-lingual approach are questions and answers and simple dialogues; these were used by 65 per cent of the teachers; response, replacement, variation and substitution drills were used by over 75 per cent of the respondents.

Although the majority of the respondents aimed at the direct method of teaching French, it is apparent that the audio-lingual approach is not used by all concerned.

Instructional Materials. A variety of textbooks are used by the French teachers. There is a definite limitation in the kind of books available for pupils' use at the different levels.

Very few French library books are available in the schools included in this study.

Audio-visual aids are scantily used in the French classes, Table LX, page 104. It seems apparent that more visual aids should be used because visual association of the foreign expressions with pictures or three-dimensional tactile aids is a valuable technique in learning and answers the need for visual perception.

II. CONCLUSIONS

1. The modern renaissance in second language study in Europe and America has led Canadian educationists and laymen to promote French courses at the elementary level.
2. The introduction of modern methods of language teaching such as the direct method, the audio-lingual approach, the Tan-gau method has aroused the interest of second language teachers.
3. Elementary French courses have been established for the following purposes:
 - (a) meet the needs of military personnel and their families
 - (b) enrich the courses for gifted pupils
 - (c) achieve higher standard of understanding and speaking French
 - (d) improve relationships between different ethnic groups in society.
4. There is insufficient action research to substantiate the objectives attributed to the French programmes.

5. The established French programmes in Alberta and Saskatchewan schools have been influenced by the Modern Language Association of America and by the French Teachers' Association in both provinces.
6. The French programmes being developed have encountered the following difficulties:
 - (a) curriculum guide not available
 - (b) lack of training for teaching of French
 - (c) inadequacy of instructional materials

III. RECOMMENDATIONS

This investigation has revealed many problems of the teachers of French to English-speaking pupils in grades 1 through 8. The majority, 80 per cent, of the respondents reacted to the question: "Would you kindly list your recommendations for the improvement of the teaching of French in our elementary schools?" The teachers' main recommendations were: a sequential French course, more instructional materials, more teacher training, more in-service training, more supervision and guidance and a more homogeneous grouping of pupils.

The following recommendations are submitted by the investigator as possible means of improving the teaching of French to English-speaking pupils:

1. That courses in methods of teaching French at the

elementary level be offered at the Universities of Alberta and Saskatchewan.

2. That a teacher's guide be developed for grades 1 to 6.
3. That a bulletin be developed for the guidance of administrators in school systems where the introduction of an elementary French course is being considered. Examples of pattern drills, samples of effective methods and techniques and results of experiments could be inserted in such a bulletin.
4. That in "bilingual schools"¹ the opportunity to learn French be given to all pupils enrolled.
5. That articulation between the elementary and secondary levels be planned for the development of an elementary French course.
6. That all French teachers be encouraged to join the Modern and Classical Language Council in Alberta and a similar organization in Saskatchewan.
7. That time be set aside on convention programmes for French teachers to meet and discuss their problems.
8. That the Departments of Education and Teachers' Colleges lend all possible aid to the various school districts in

¹ As defined on p. 14 of this investigation.

planning evaluative procedures in French teaching.

9. That a supervisor of French be nominated by the Department of Education.
10. That appropriate audio-visual aids be made available to all French teachers.

IV. SUGGESTIONS FOR FURTHER RESEARCH

This investigation was exploratory and aimed at studying the nature of the French course offered to English-speaking pupils. More research is needed to cover other aspects of the problem.

Suggestions for further research are listed below:

1. The development of a French course of studies based on scientific principles of language teaching and including the subject matter listed on pages 74 and 77 of this study.
2. The preparation of standardized achievement tests in French for the elementary and junior high levels.
3. An investigation on the more appropriate French textbooks to be used at the elementary level.
4. A study on the availability of audio-visual aids for the teaching of French at the elementary level.
5. A comparative study of the results obtained in French 30 by students who studied French at the elementary level and the results of those who did not.

6. An investigation on the social implications involved in the introduction of a French programme in Alberta and Saskatchewan schools.
7. A study of techniques used by classrooms teachers to enrich the whole elementary French course.

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A P P E N D I X

QUESTIONNAIRE

CONCERNING THE TEACHING OF FRENCH TO ENGLISH-SPEAKING PUPILS
IN THE ALBERTA AND SASKATCHEWAN SCHOOLS

GRADES 1 THROUGH 8

FOR THE PRINCIPAL

1. Name of School:
2. Address of School:
3. Grades taught in the school:
4. Total enrolment of the school:
5. Enrolment in grades 1 to 6:
6. Enrolment in grades 7 and 8:
7. Total number of teachers:
8. Number of teachers teaching French to English-speaking
pupils in grades 1 to 6:
9. Number of teachers teaching French to English-speaking
pupils in grades 7 and 8:
10. Number of pupils enrolled in the French class grades
1 to 6:
11. Number of pupils enrolled in the French class grades
7 and 8:
12. Number of pupils enrolled in any other modern language.
(except English and French)
13. Please list languages taught in your school:
.....

Principal's name:
Address:

APPENDIX A

University of Alberta,
Edmonton.
August, 1960.

Sister Dominique-de-Marie of Bonnyville, Alberta, is currently working on an M. Ed. program in the Faculty of Education of the University of Alberta. As part of the requirements for that program she is making an investigation of the teaching of French to the Non-French Pupils of the British Columbia, Alberta and Saskatchewan Schools.

This investigation is sponsored by the Division of Secondary Education of the Faculty of Education in Edmonton. The returns from each teacher will be kept in the strictest confidence. The report of findings will deal only with programs and methods used in the schools as a large groups of schools and not with individual schools or classrooms. For this reason you are at liberty to sign your name or not as you please.

We request your cooperation in completing the attached questionnaire and returning it as soon as possible to: - Sister Dominique-de-Marie

Bonnyville, Alberta

B. E. Walker

B. E. Walker, Acting Chairman,
Division of Secondary Education.

3. Organization of French classes (continued)

- d) In your opinion is the enrolment too high? Yes ... No ... If the enrolment is too high, do you think you would do more efficient work with a smaller class? Yes ... No ...
- e) Who is enrolled in the French class? Pupils with I.Q's 110 (and above) ... 90 to 109 ... below 90 ... everybody ... Kindly check.

4. Programmes and methods

- a) What are your objectives in teaching French? Number them in order of importance. (1,2,3)
- i) To develop in pupils a familiarity with French as a spoken language. ...
 - ii) To enrich and extend the pupils' educational experiences through acquaintance with another language and another culture. ...
 - iii) To give some knowledge of the common elements in the vocabulary and the structure of French and English. ...
 - iv) To give pupils a knowledge of the written language that will allow them to read French literature, and write what they can express orally ...
 - v) To promote further study of the language. ...
- b) Have you a curriculum guide for your French class? Yes ... No ...
- This guide was issued by
- If you have no guide, have you an outline? Yes ... No ...
- This outline was prepared by
- c) Are the following topics on your programme or outline? v Check the topics that you teach. vv Double check the topics of greatest interest to your class.
- | | |
|------------------------------|---------------------------|
| i) Greetings | x) Colours |
| ii) Objects in the classroom | xi) Christmas theme |
| iii) Clothing | xii) Action words (verbs) |
| iv) Seasons | xiii) Domestic animals |
| v) Time | xiv) Health expressions |
| vi) Numbers | xv) Telephone calls |
| vii) Calendars | xvi) Visit to the store |
| viii) Foods | xvii) Visit to the bank |
| ix) Home | xviii) Visit to the farm |
- Kindly list other topics of interest to you class
-
-
- d) What method do you use? Direct ... Indirect ... Kindly check.
- e) Do you talk French during the whole lesson? ... about $\frac{3}{4}$ of the time?... about $\frac{1}{2}$ of the time? ... about $\frac{1}{4}$ of the time? ... Kindly check.
- f) Do you use English as a medium of instruction? very often ... sometimes ... very seldom ... Kindly check.
- g) The great difference between oral and written French necessitates the use of phonetic symbols. Yes ... No ...
- h) Do you use phonetic symbols? Yes ... No ... In what grade do you introduce them?

4. Programmes and methods (continued)

- i) Do you train the ear first by frequent repetition of the same sounds?
ex. joue, sous, doux, coup, trou, fou, bout, tout, etc. Yes ... No ...
- j) Do you use list of words whose sounds are already known to the pupils?
ex. two - tout , day - de Yes ... No ...
- k) Do you use cognates (when possible) to introduce new words? ex. table -
table Yes ... No ...

l) What skills do you stress?(Number 1, 2, 3 in order of importance.)

- i) the reading skills ... ii) the oral-aural skills ...
iii) the writing skills ... iv) the aural-oral skills ...

m) How do you encourage conversation? Kindly check.

- i) Question and answer techniques ...
ii) Memorized vocabulary word-lists ...
iii) Free talking on current situations ...
iv) Simple dialogues on social situations ...
v) Comments on wall charts and wall pictures ...

List any other

.

n) Do you use pattern drills? Yes ... No ... Kindly check.

- i) Response drill ... ii) Replacement drill ...
iii) Variation drill ... iv) Substitution drill ...
v) Change to negative ... vi) Tense change ...

o) Check if the following are used and how frequently:

	Daily	Bi-weekly	Weekly	Occasionally	Never
Stories:
Songs:
Dramatizations:
Choral Speech:
Games:
Dictations: , , , ,

List any other devices which you have used effectively

.

p) Do you correlate other subjects with French? art... music... science...
literature... geography... history... arithmetic... Kindly check.

q) When do you teach grammar? Kindly check.

- i) Daily formal grammar lesson ...
ii) Occasionally functional grammar ...
iii) Grammar should be taught in high school ...
iv) Speech patterns are taught and not explained ...

r) What are your aims in teaching French reading? Kindly check.

- i) Reading-for-comprehension ...
ii) Reading-for-translation ...
iii) Reading-for-enjoyment ...

s) Every French lesson should, in large proportion, be an oral lesson?
Yes ... No ...t) Do you consider dictation as a valuable aural-written exercise?
Yes ... No ...

5. Instructional materials

- a) What text do you use?
 Kindly evaluate it. Is it too difficult? Yes ... No ...
 Is the vocabulary practical? Yes ... No ... Is it interesting? Yes... No .
 Does it help to create life situations? Yes ... No ...
- b) Stories provide practice in aural comprehension. Have you a good book of French stories at the level of your class? Yes ... No ... If yes kindly state title, author and publisher

- c) How many French books suitable for your class are in the library?
- d) Audio-visual aids you use in the teaching of French:
 Kindly check how often you use them.
- | | Daily | Bi-weekly | Weekly | Occasionally | Never |
|-------------------------------|-------|-----------|--------|--------------|-------|
| Record player | | | | | |
| Radio | | | | | |
| Projector (films) | | | | | |
| Tape recorder | | | | | |
| Television | | | | | |
| Filmstrip Projector | | | | | |
| Charts | | | | | |
| Maps and Globes | | | | | |

6. Difficulties or problems

(Number five of the following in decreasing order of difficulty)

(Number the most difficult as 1 etc.)

- ... Curriculum guide not available
- ... Texts not suitable for the grade level
- ... Enrolment too high
- ... Lack of training for the teaching of French
- ... Lack of supervision and guidance
- ... Lack of in-service training
- ... Lack of pupils' interest
- ... Inadequacy of instructional materials
- ... Lack of public interest
- ... Insufficient library books

7. Would you kindly list your recommendations for the improvement of the teaching of French in our elementary schools?

.....

.....

.....

.....

.....

.....

.....

Name (If you wish)

Kindly return this questionnaire to your principal. Thank you.

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